



# MACMILLAN CHILDREN'S DICTIONARY

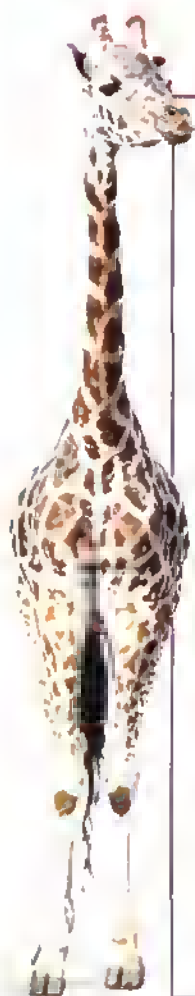
Carolyn Barraclough



  
MACMILLAN



# MACMILLAN CHILDREN'S DICTIONARY



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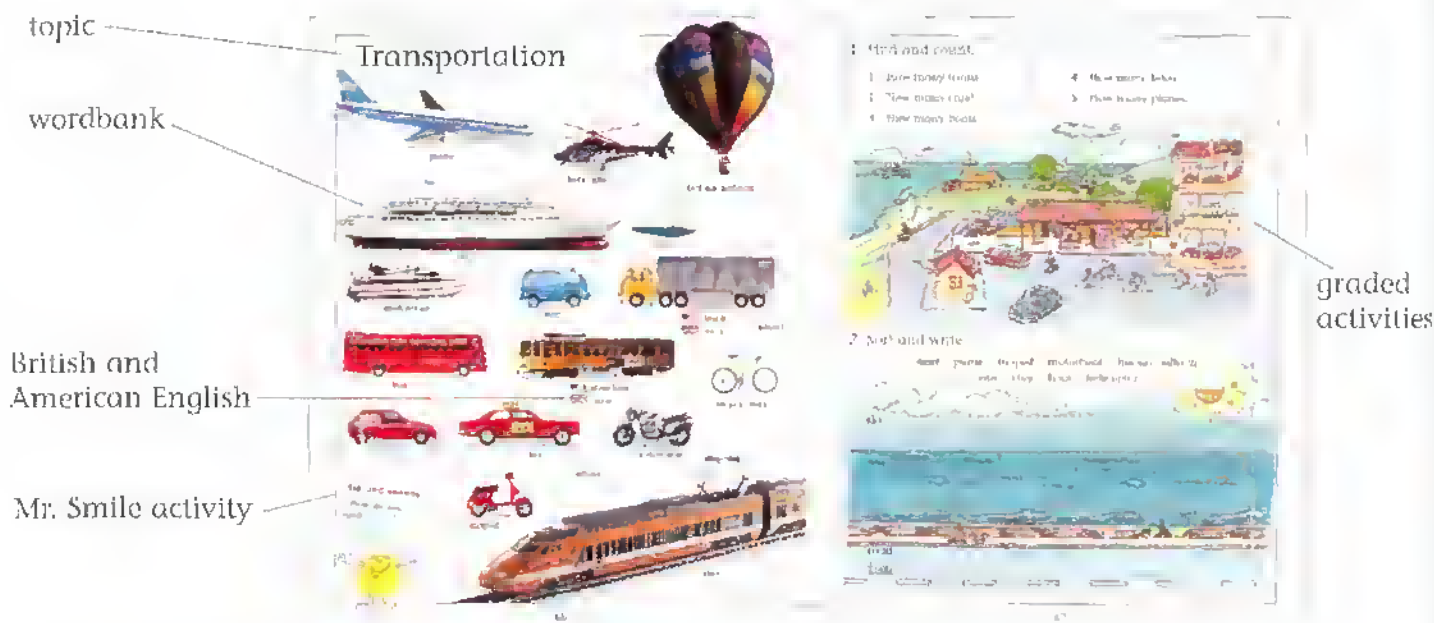
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# Notes to the Teacher

The **Macmillan Children's Dictionary** combines clear, vibrant photographs with graded puzzle-type activities to bring a new dimension to vocabulary resources. The topic-based approach provides a meaningful context to reinforce memorization.

The **Macmillan Children's Dictionary** is intended mainly as a classroom resource which will help primary-age children consolidate and enlarge their vocabulary through guided practice. It can also be used as a personal reference resource at home with the aid of the alphabetical wordlist.



## Organization

### Topics

The dictionary is arranged by topic groupings. In general, the earlier topics are the simpler ones – such as Toys and Numbers. These and the middle topics – such as Animals and The Home – are likely to be common to most primary courses. The topics that occur towards the end of the book – such as Music and Jobs – are more applicable to children at the end of their primary course or just beginning their secondary studies.

### Vocabulary

The vocabulary for each topic is presented in a photographic “wordbank”, either on one page or across one double-page spread. The

illustrated items within each topic are arranged thematically. Where words are different in British and American English, these are clearly marked.

### Activities

Following on from each wordbank, the main graded activities are presented on one page or one double-page spread to correspond with the coverage of that topic.



# Types of activities

## Mr. Smile activities

For each topic, there is always an introductory oral activity. This is located at the bottom of the wordbank page and is presented via the Mr. Smile character.



These activities comprise three different types. Most require the children to answer using full sentences, and thus provide practice in pronunciation.

- **Looking and reading for specific information** e.g. Find the words beginning with ("c"). Find the words with (five) letters. How do you spell ...?
- **Personalization** e.g. Talk about your (toys).
- **Transfer of the situation to the children's own environment** e.g. Look and say activities using prepositions of place to describe items around them. Games such as I Spy are included for children who have progressed with their English.

## Graded activities

The main activity pages include graded tasks covering a wide range of word-building skills. The first activity always involves a simple task (such as matching), so that even the youngest children can complete it with some confidence. This activity also has the lowest-level vocabulary and will be appropriate for the early levels of the course. Subsequent activities within each topic become gradually more complex, both in terms of vocabulary level and cognitive challenge.

Care has been taken to provide a balance of different activity functions. These functions can be summarized as follows:

- **Knowledge of meaning** can be demonstrated through writing labels, matching words to pictures, finding opposites, finding the odd one out in a lexical set, etc. At a slightly higher level, this extends to such activities as sorting words into similar groups.
- **Word recognition and reading skills** are developed by means of wordsearch puzzles, finding a word, counting, etc. Short reading passages also extend these skills at a higher level.
- **Spelling** may involve answering simple questions with one-word or two-word answers, completing crosswords, or solving anagrams. At a higher level, the children may be writing short sentences in guided practice (e.g. spotting the difference between two pictures) or doing free practice.
- **Dictionary skills** are developed, usually in the form of matching words to simple definitions. Sorting words into groups provides practice in classification, and alphabetical-ordering activities help the children to look up words in this or any other dictionary.
- **Word formation** is covered through work on simple verb forms and plurals in topics where these are particularly relevant.

# Using the Macmillan Children's Dictionary in the classroom

## How can I introduce a new topic?

Before the children open the dictionary, you could tell them what topic they will be studying and ask them to guess what words they might find on the wordbank page. Write their suggestions on the board, then ask the children to open the dictionary at the appropriate page and compare their guesses with the wordbank.

Give the children time to explore all the photographs on the page. Then ask them which words are familiar to them. Help with any pronunciation problems at this stage. Remind them of any vocabulary they have forgotten. If necessary, introduce new items relevant to the particular graded activity they will be completing.

## How can I set up the Mr. Smile activities?

These are designed as an introduction to each topic, giving the children the chance to use vocabulary in a simple context.

The Mr. Smile activities can usually be organized as pairwork. You could set this up by giving an initial demonstration with a volunteer. Once the children have understood the activity, walk around listening to the practice. Help if necessary and correct any pronunciation difficulties.

Let the children work at their own level by selecting words that are familiar to them. Encourage the more adventurous children to try using new vocabulary: if it appeals to them, they are more likely to remember it.

## Which of the graded activities can the children complete?

The number of activities that children can complete will depend on their age and on the amount of English they have studied. The activities within a given topic do not all need to be completed at one time. The children may return to some topics at a later stage in their studies in order to recycle and extend their word power.

## How can I set up the graded activities?

First, you should specify whether the children can refer to the main photographic wordbank while doing the task. You may wish them to memorize certain vocabulary items, in which case you can present these in an earlier lesson or set them as homework. However, reference to the wordbank pages when completing activities may help where the children are less familiar with a topic, and some activities may actually require such reference.

Next, outline the task for the children. If they are unfamiliar with a particular activity type, you could do one or two examples on the board with the whole class.

## Ideas bank: quick activities for further practice

- **Cover and guess.**

The children work in pairs. Using their hand or a piece of paper cut to size, one child selects an item from a wordbank page and covers the label.

> What's this?

> It's a ...

- **What do you like?**

The children work in pairs, asking and answering personal questions about the wordbank items.

> What X do you like the best?

> I like Y the best.

For further practice, add:

> Can you spell that, please?

You could extend the practice by getting the children to report on their partner's answers.

> My friend likes Y the best.

The report could be given orally or it could be in written form on a separate sheet of paper, accompanied by a drawing. The work can then be displayed.

- **Find the object.**

Real objects can be the basis of successful transfer activities in topics such as Toys, Clothes, Numbers, In the Home, etc. The required items should be brought to class and arranged around the classroom.

The simplest way of conducting this practice is with an instruction:

> Point to X.

- **Guess the object.**

A more challenging way of presenting the previous activity is to hide the objects in a bag and ask the children to guess by touch alone. Alternatively, hide the objects with a cloth and let the children guess by shape.

All of these options are suitable for team games with the whole class.

Alternatively, this can be done as an I Spy game.

> I spy with my little eye, something beginning with (b).

> Is it a ...?

- **Say and draw.**

Describe an action and ask the children to draw it. This can also be organized as a team game, with a child from each team coming up to the board to draw.

> Draw a man riding a bike.

This activity, and the following one, would work particularly well with topics such as Sports, In the Playground, My Day, and Jobs.

- **Watch and guess.**

Either you or a child mimes an action for the class to guess.

- **Spelling game.**

A child from one team chooses a word from a given topic and asks:

> How do you spell X?

The children in the opposite team must answer with their books closed. The team with the most correct answers wins.

- **Look and remember.**

The children work in pairs. Set a time limit (say, two minutes) for the memorization of all the words, or a thematic group of words, on the wordbank page. Then allocate one child in each pair to test the other. This can be done as an oral or a written test.

*All these activities should be kept simple and fun – the children will learn best when they are enjoying themselves.*

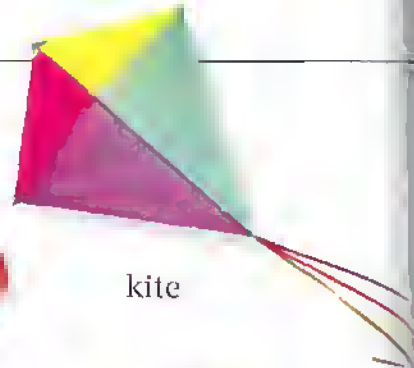
# Toys



train



plane



kite



car



bus



puppet



blocks



monster



jigsaw puzzle



teddy bear



ball



robot



doll



xylophone



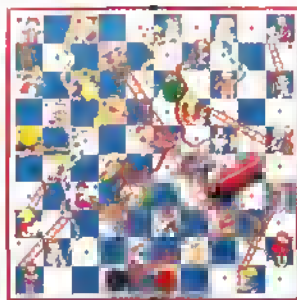
computer game



yoyo



dice



board game



pieces  
counters

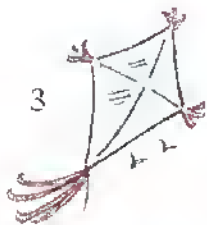


dinosaur

Talk about your toys.  
>I have a plane and  
some blocks.

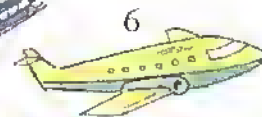
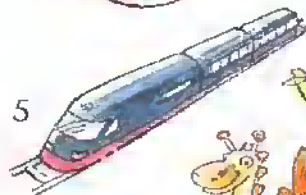


1. Write.

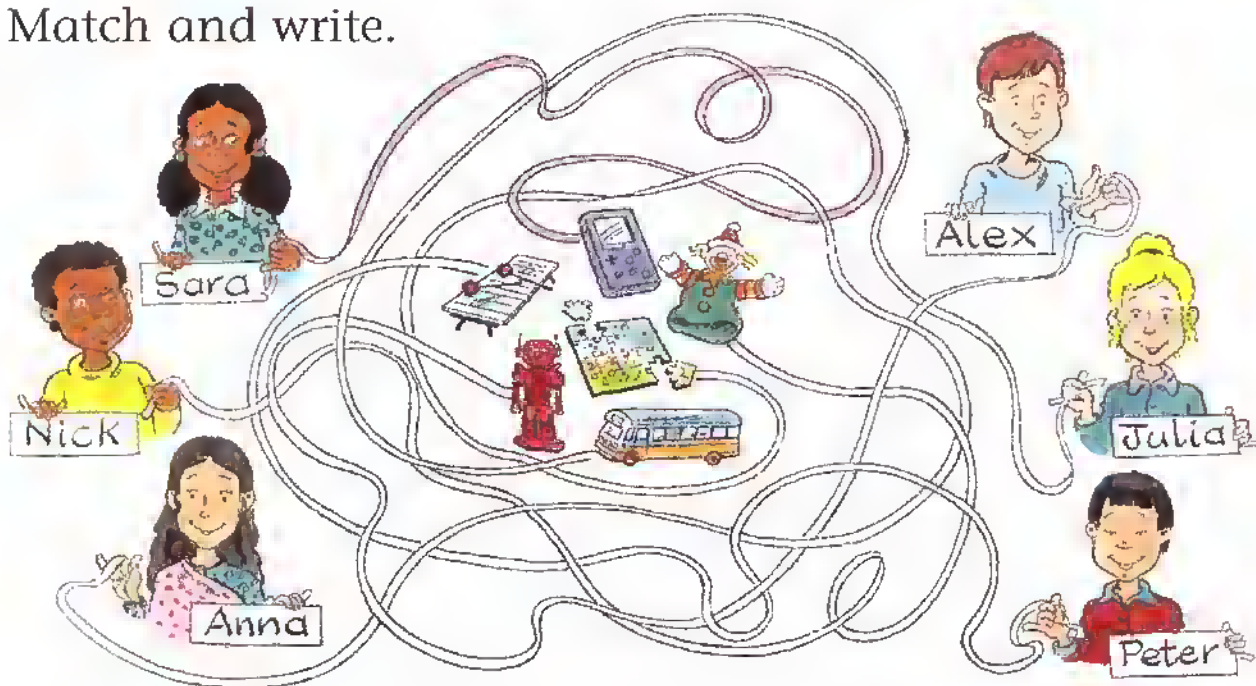


1.	c	a	r
2.	d		
3.	k		
4.	b		
5.	t		
6.	p		
7.	d		
8.	t		

A colorful ball with yellow, red, green, and blue segments is shown at the top right. Below it, a blue and white high-speed train is depicted moving towards the left. To the right of the train, a yellow cartoon dinosaur with orange spikes along its back is standing.



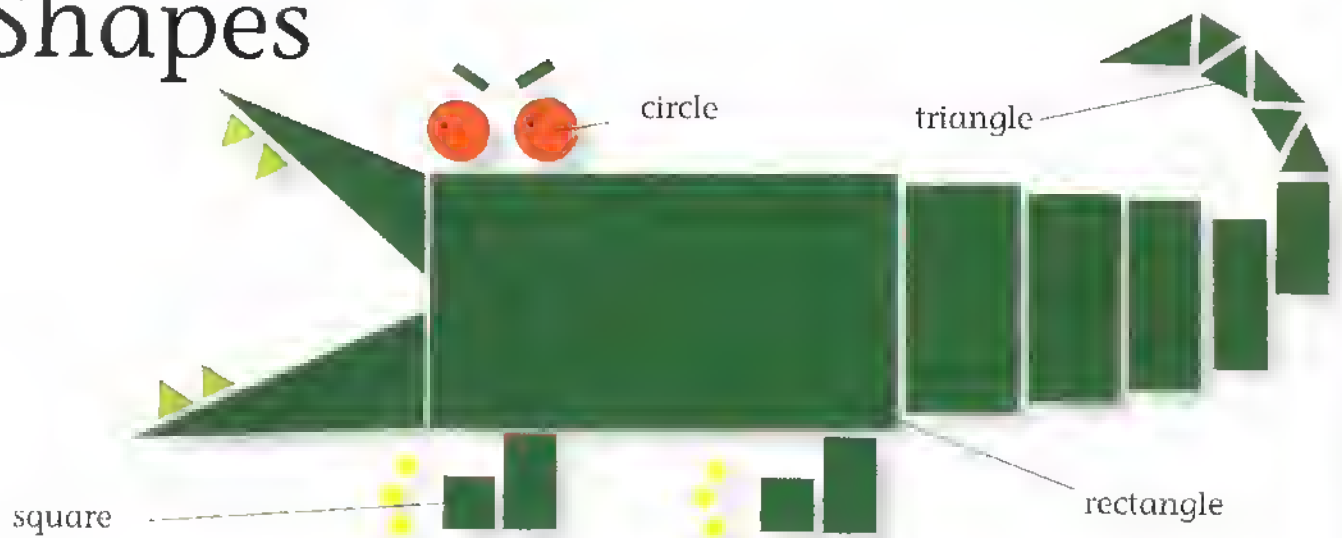
2. Match and write.



1. Sara has a computer game.
2. Nick \_\_\_\_\_
3. Anna \_\_\_\_\_
4. Alex \_\_\_\_\_
5. Julia \_\_\_\_\_
6. Peter \_\_\_\_\_



# Shapes



# Colors/ Colours




What  
color/colour do  
you like?

>I like blue the  
best.



# 1. Color/colour and write the shape.

1. red  rectangle

2. black  \_\_\_\_\_

3. blue  \_\_\_\_\_

4. green  \_\_\_\_\_

5. purple  \_\_\_\_\_

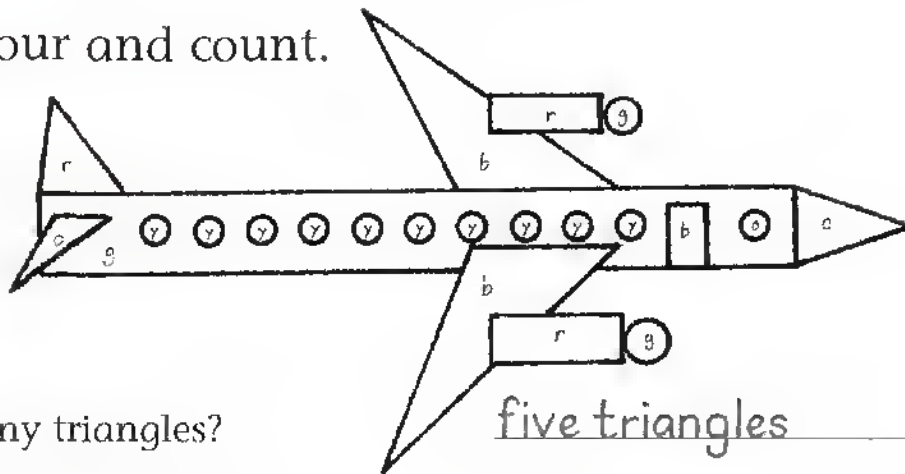
6. yellow  \_\_\_\_\_

7. pink  \_\_\_\_\_

8. white  \_\_\_\_\_

# 2. Color/colour and count.

b = blue  
g = gray/grey  
r = red  
o = orange  
y = yellow



1. How many triangles?

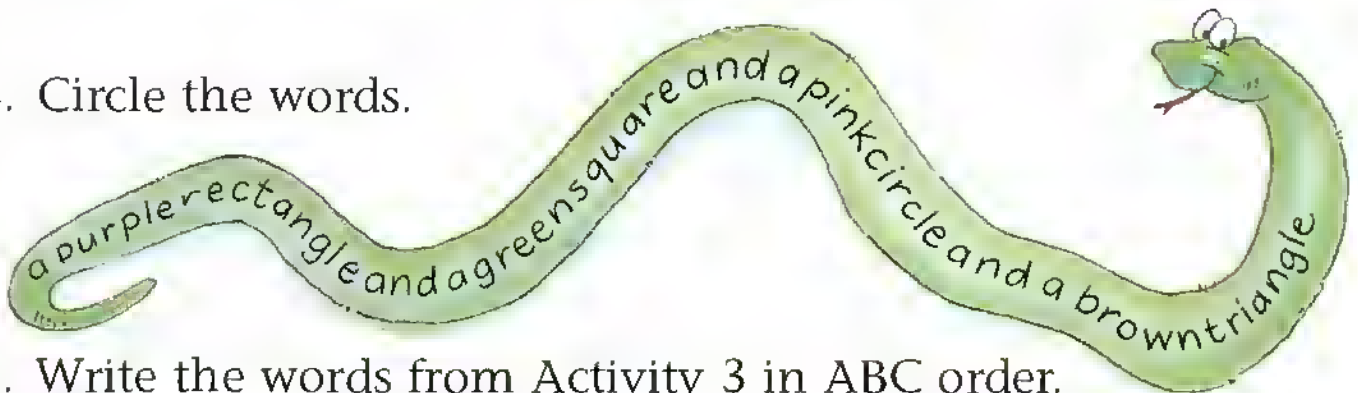
2. How many circles?

3. How many rectangles?

4. How many squares?

five triangles

# 3. Circle the words.



# 4. Write the words from Activity 3 in ABC order.

1. brown

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

# In the Classroom



pencil case



pencil



ruler



eraser

rubber



paintbrush



paint



pen



pencil sharpener



crayon



paper

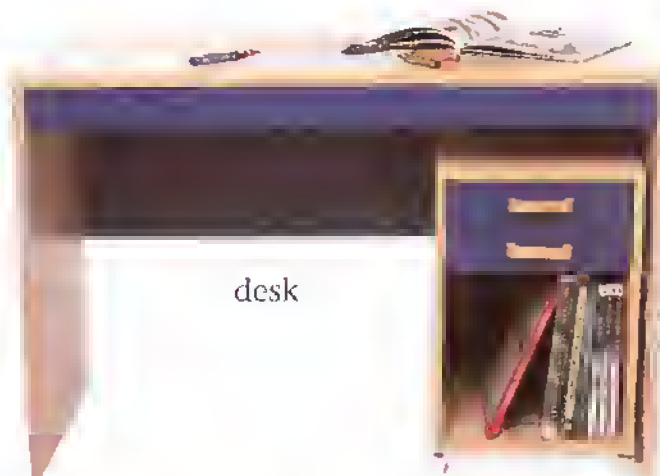


GLUE

glue



chalk



desk



chair



bag

board



student



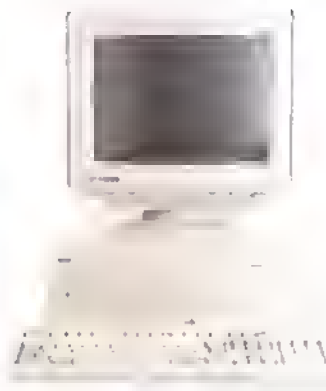
pupil

teacher

Look and say.

>In my pencil case I have a ruler and two pencils.





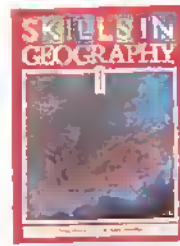
computer



globe



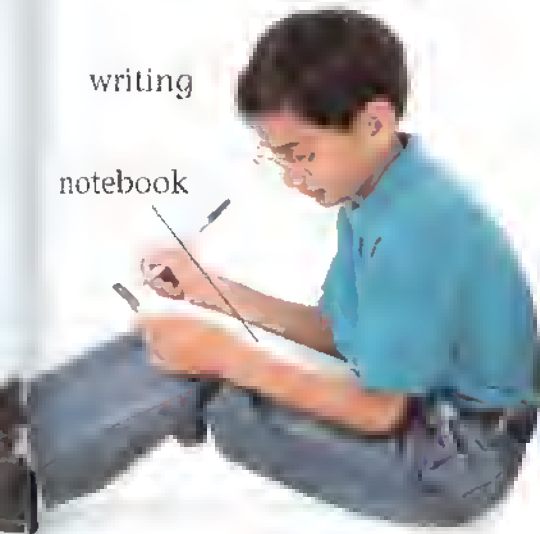
map



book

writing

notebook



reading



counting



listening



drawing

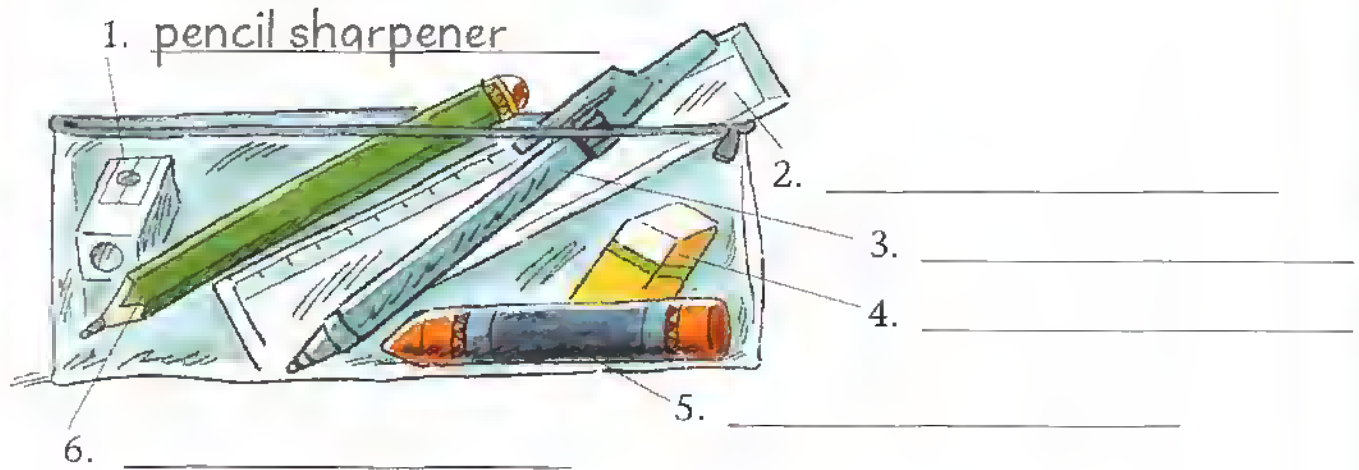


painting





1. Label the objects in the pencil case.



2. Write ✓ (true) or ✗ (false).



1. He's writing. ✗



4. She's reading.



2. She's painting.



5. He's listening.



3. He's drawing.



6. She's counting.

3. Look at Activity 2 and write correct sentences.

1. He's reading.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

4. Match and write.



1. paper

☐ b

2. globe

☐

3. book

☐

4. paint

☐

5. paintbrush

☐

6. board

☐

7. desk

☐

8. map

☐

9. chair

☐

10. computer

☐

5. Make one true and one false sentence about the picture in Activity 4. Tell your friend.

Use: counting, drawing, listening, painting, reading, writing.

The red monster is listening.

False.

# In the Playground



pointing



clapping



running



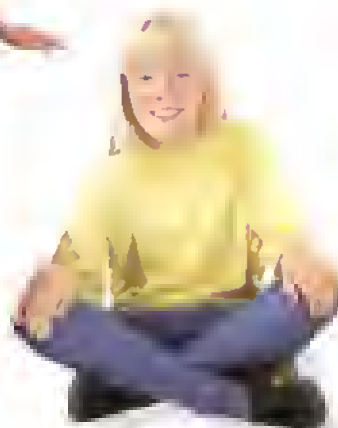
walking



catching



throwing



sitting



standing



shouting

Point and say.  
➤ She's pointing.





hopping



 jumping rope  
 skipping



jumping



smiling



laughing



talking



drinking



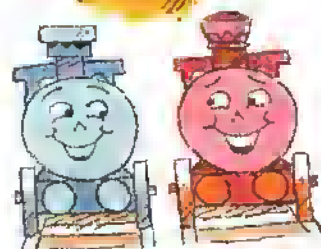
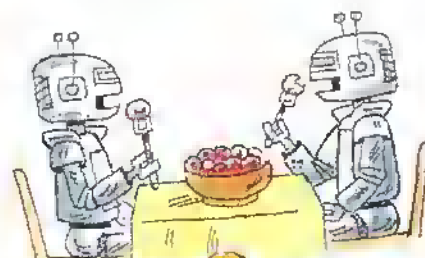
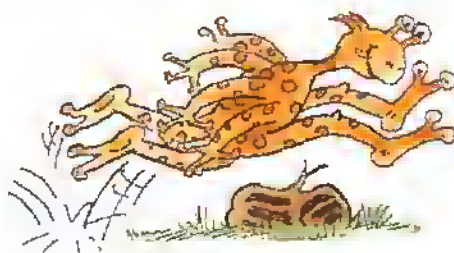
eating





# 1. Look and complete.

drinking eating clapping talking jumping



1. The trains are talking.
2. The teddy bear is \_\_\_\_\_
3. The doll is \_\_\_\_\_
4. The monster is \_\_\_\_\_
5. The robots are \_\_\_\_\_

# 2. Read, write, and color/colour.

1. The orange clown is bored. ☐
2. The red clown is shouting. ☐
3. The blue clown is tired. ☐
4. The yellow clown is smiling. ☐
5. The green clown is laughing. ☐



d

e

# 3. Count and write.

1. How many clowns are standing? \_\_\_\_\_
2. How many clowns are sitting? \_\_\_\_\_

#### 4. Match and write.



1. They're drinking.

2. She's drinking.

3. She's hopping.

4. He's running.

5. He's throwing.

6. They're running.

7. He's catching.

8. They're sitting.

9. She's walking.

10. She's pointing.

#### 5. Write the verbs from Activity 3 in the present simple.

1. I drink.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# The Body



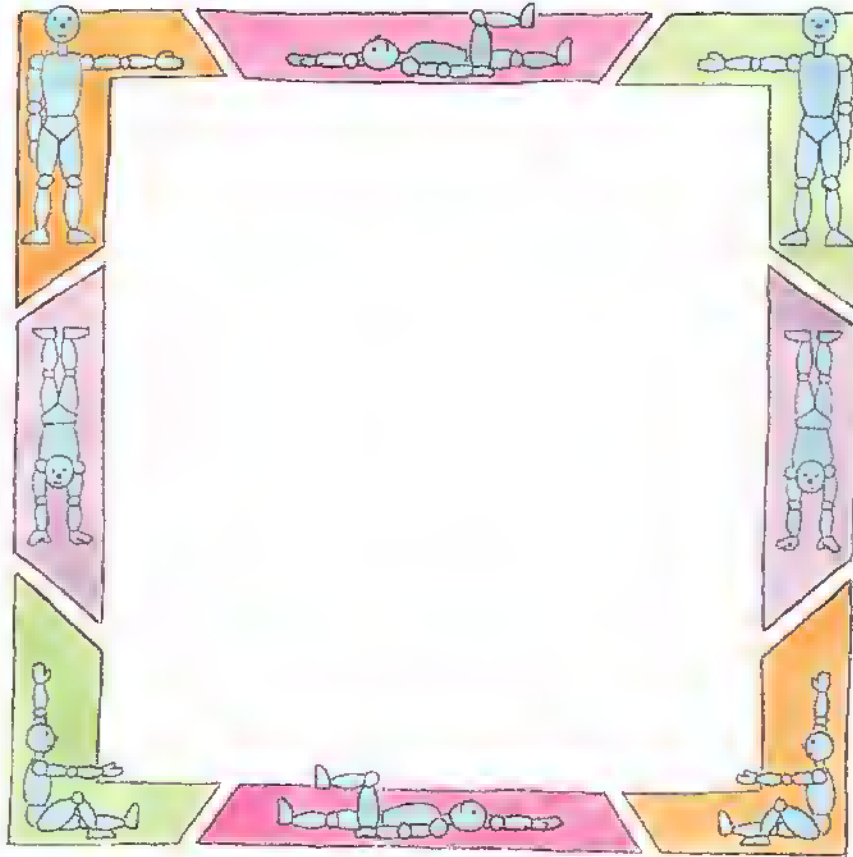
Play with your friend.

>Touch your hand.



1. Find or draw a picture of you. Write labels.

head  
foot  
arm  
hand  
leg



2. Write the words in ABC order.

leg chest  
arm thumb  
~~ankle~~ knee  
mouth hand  
finger face

1. ankle
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

3. Circle the odd one out.

1. foot wrist toe heel
2. ankle hand finger thumb
3. arm shoulder stomach elbow
4. leg head foot knee



# The Face

forehead

eye

cheek

mouth

hair


eyebrow

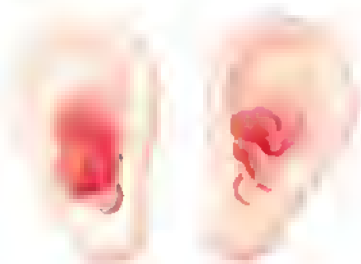
nose

lip

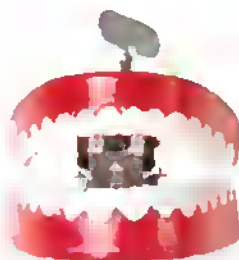
tongue



 mustache  
moustache



ears



teeth



eyelashes



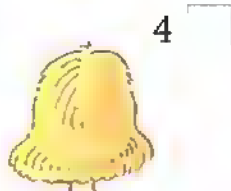
beard

Find the words  
beginning with  
"e".

>Eye. ...



# 1. Match and write.



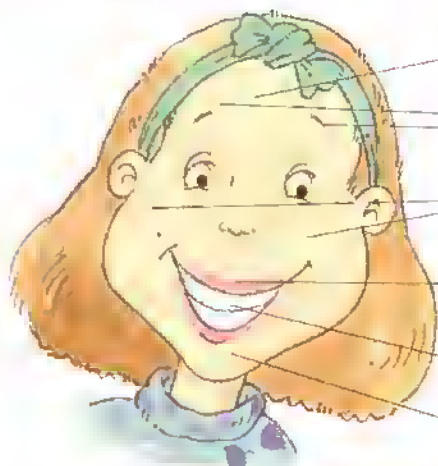
a nose   b eye   c ear   d teeth   e mouth   f hair

# 2. Read and match.

- Melanie Monster has a purple nose and pink eyelashes. She has blue lips.
- Marvin Monster has an orange heard. He has blue eyebrows and a green nose.
- Micky Monster has green lips and an orange tongue. He has pink cheeks.

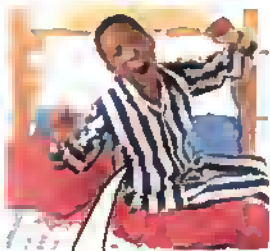


# 3. Look and circle.



- This is Mary's eye / forehead / eyebrow .
- These are her eyebrows / eyes / ears .
- These are her teeth / cheeks / eyebrows .
- This is her nose / tongue / lip .
- These are her teeth / eyelashes / cheeks .
- This is her lip / beard / chin .

# My Day



I get up.



I take a shower.  
I have a shower.



I get dressed.



I eat breakfast.  
I have breakfast.



I make my bed.



I brush my hair.



I brush my teeth.



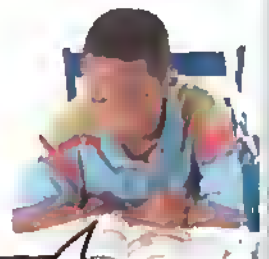
I go to school.



I write.



I eat lunch.  
I have lunch.



I read.

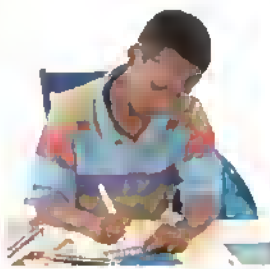
Point and say.  
He gets up.



I come home.



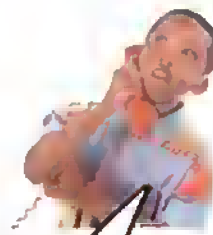
I do my homework.



I go shopping.



I phone my friends.



I go skateboarding.





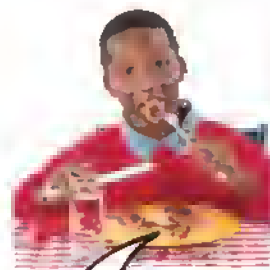
I clean my room.



I play with my friends.



 I eat dinner.  
 I have dinner.



I wash the dishes.



I get undressed and go to bed.

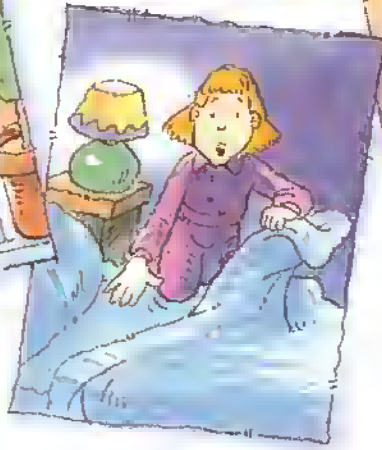


I go to sleep.

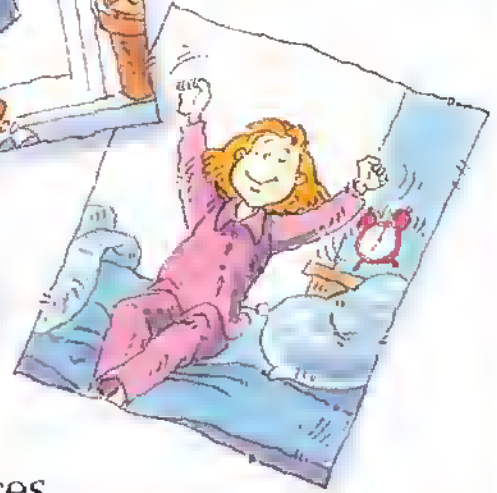




1. Put the pictures in order.



d 1



2. Look at Activity 1 and write sentences.

1. She gets up.
2. She \_\_\_\_\_
3. She \_\_\_\_\_
4. She \_\_\_\_\_

3. Look and write.

1. He makes his bed.



2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



#### 4. Match.

- |        |               |
|--------|---------------|
| 1. go  | dressed       |
| 2. do  | skateboarding |
| 3. get | undressed     |
| 4. get | shopping      |
| 5. go  | my homework   |

#### 5. Write about you.



1. At seven o'clock I get up.



2. \_\_\_\_\_



3. \_\_\_\_\_



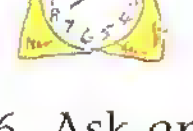
4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_

#### 6. Ask and answer.

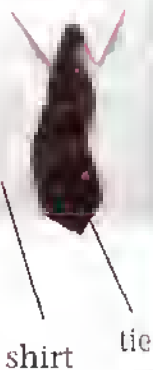
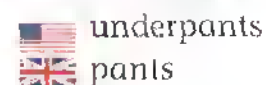
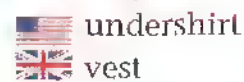
What do you do  
at seven o'clock?

I get up.

# Clothes



Talk about your clothes.  
 >I'm wearing a red T-shirt today.  
 >I'm wearing black shoes today.







1. Draw and label a picture of you in your party clothes.



2. Sort and write.

cap boots shorts raincoat gloves scarf sunglasses  
sandals umbrella T-shirt

a hot, sunny day

cap

a cold, rainy day

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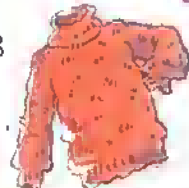


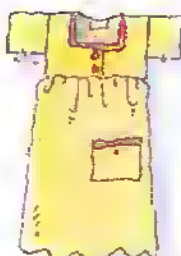



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3. Write.

1. j a c k e t

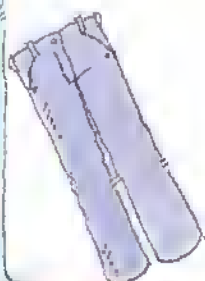
1.  2.  3.  4.  5.  6.  7.  8.  9. 

4. Find and write the mystery word in 3.

The mystery word is \_\_\_\_\_.

5. Sort and draw.

1. jeans
2. suits
3. sleeves
4. glasses
5. tights
6. shoes
7. buttons

Always have -s	Sometimes have -s
	

# Numbers

**1** **2** **3** **4** **5** **6** **7** **8** **9** **10** **11**

one two three four five six seven eight nine ten eleven

**12** **13** **14** **15** **16** **17** **18** **19**

twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen

**20** **21** **30** **40** **50** **60** **70** **80** **90**

twenty twenty-one thirty forty fifty sixty seventy eighty ninety

**100** **101** **1 000** **1 000 000**

one hundred one hundred and one one thousand one million

# Time



two o'clock



a quarter after two  
a quarter past two



two-thirty  
half past two



a quarter to three

Draw and ask your friend.

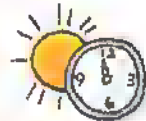
>What time is it?



>It's a quarter to six.



morning



noon



midday



afternoon



evening



night



midnight

# 1. Match.



a Kate is nine.

b Paul is eight.



c Rob is eleven.

d Helen is ten.

# 2. Write.



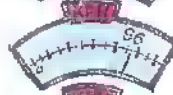
1. forty



4. \_\_\_\_\_



2. \_\_\_\_\_



5. \_\_\_\_\_



3. \_\_\_\_\_




6. \_\_\_\_\_

# 3. Complete.

night afternoon morning evening morning

1. Jill gets up at  seven o'clock in the morning.

2. She goes to school at  \_\_\_\_\_  
in the \_\_\_\_\_.

3. She comes home at  \_\_\_\_\_ in the  
\_\_\_\_\_.

4. She does her homework at  \_\_\_\_\_  
in the \_\_\_\_\_.

5. She goes to bed at  \_\_\_\_\_ at  
\_\_\_\_\_.



# Positions



in



on



under



↑  
up

↓  
down



next to



beside



in front of



behind



between



opposite



on  
the left

on  
the right

Look at your  
classroom and say.

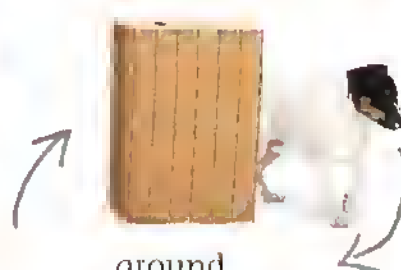
>The pencil is on  
the table.



over



through



around

### 1. Read and draw.



1. The mouse is on the table.



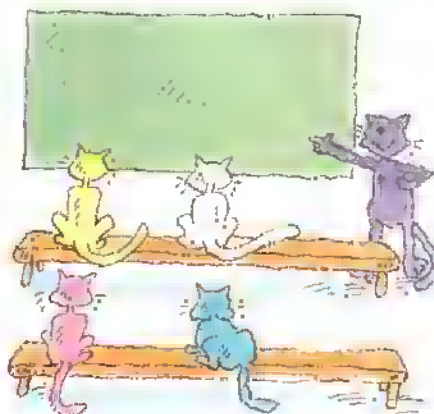
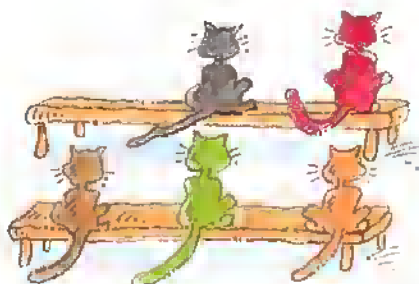
2. The mouse is under the table.



3. The mouse is in the mug.

4. The mouse is behind the mug.

### 2. Write ✓ (true) or ✗ (false).



1. The red cat is opposite the yellow cat. ✓

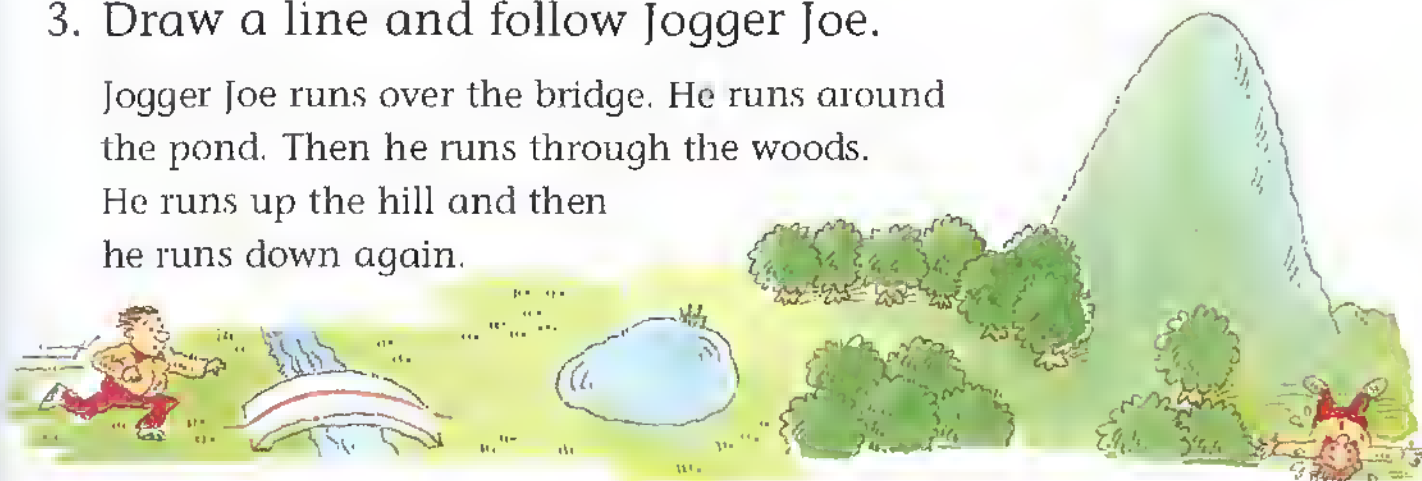
2. The pink cat is between the orange cat and the black cat. ☐

3. The blue cat is next to the pink cat. ☐

4. The green cat is in front of the yellow cat. ☐

### 3. Draw a line and follow Jogger Joe.

Jogger Joe runs over the bridge. He runs around the pond. Then he runs through the woods. He runs up the hill and then he runs down again.

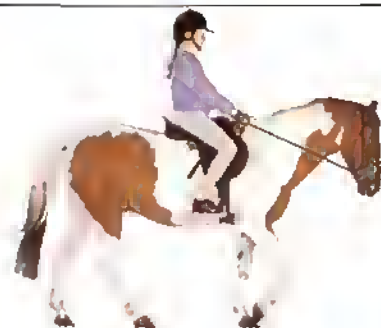


# Sports

helmet



riding a bike



riding a horse



sailing



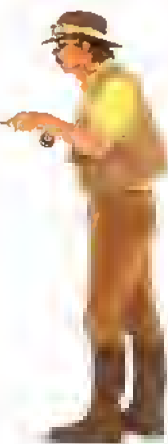
windsurfing



racket

playing tennis

fishing



playing field hockey  
playing hockey



What do you like?

>I like swimming the best.



scuba diving





swimming



 playing football  
 playing American football



 playing soccer  
 playing football

hoop



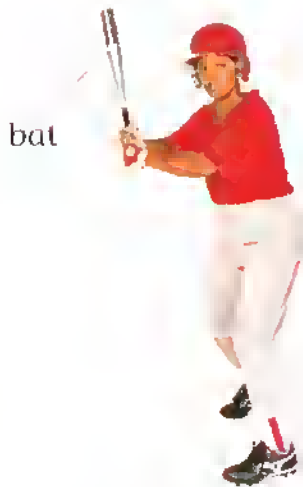
playing basketball



roller-skating



inline skating



bat

playing baseball

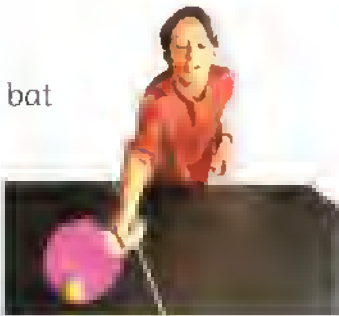


skiing

doing karate



bat

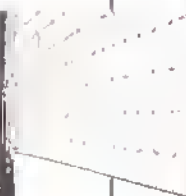
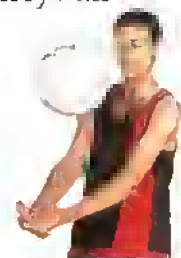


playing table tennis



doing gymnastics

playing  
volleyball





## 1. Look and circle.



1. He is roller-skating / playing basketball / skiing .



2 She is riding a horse / riding a bike / swimming .



3. He is swimming / skiing / doing gymnastics .



4. She is riding a bike / roller-skating / doing karate .

## 2. Write.



1



2



3



4



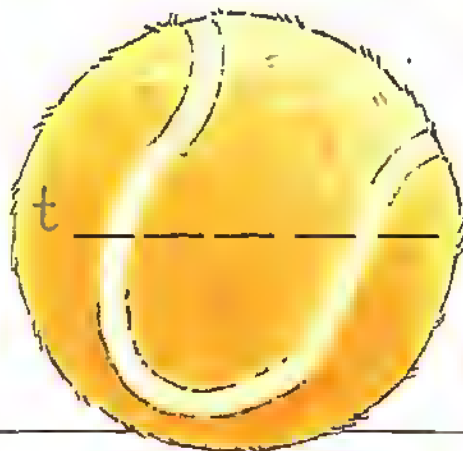
5



6



## 3. Find and write the mystery word in Activity 2.



#### 4. Match and complete.

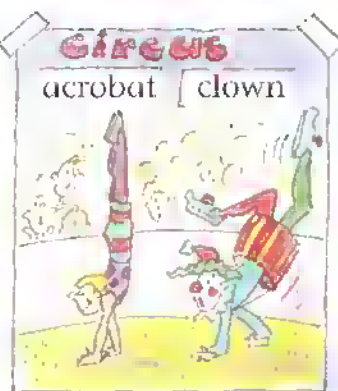
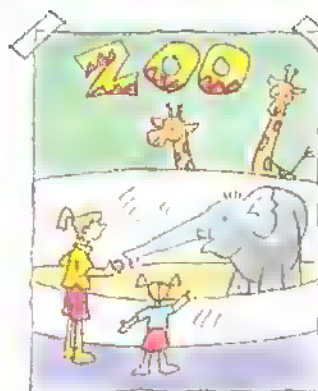


1. Fred likes playing volleyball.
2. Brian likes \_\_\_\_\_
3. Amanda likes \_\_\_\_\_
4. Ricky likes \_\_\_\_\_
5. Sandy likes \_\_\_\_\_
6. Sally likes \_\_\_\_\_

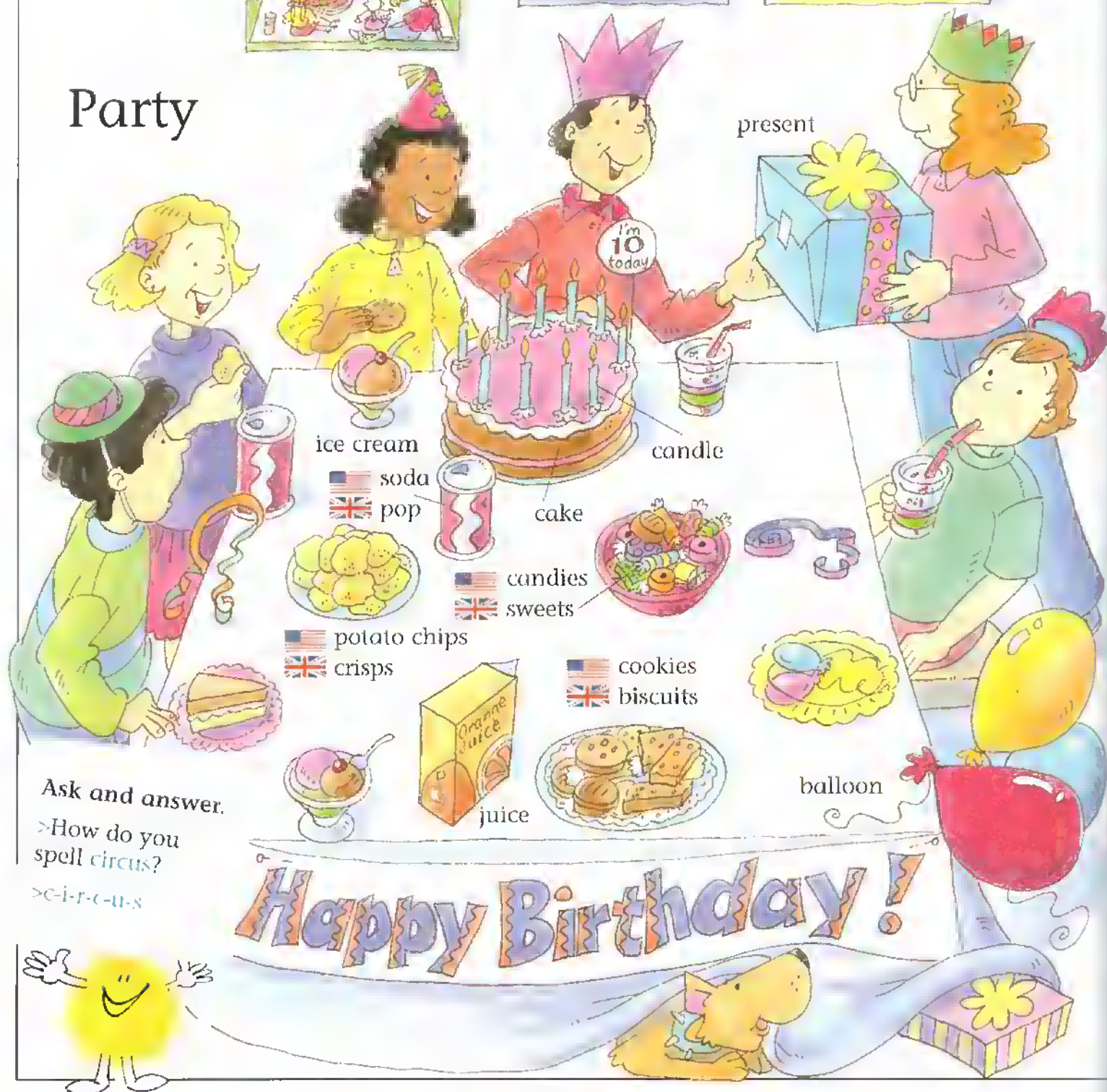
#### 5. Do a class survey.

Jan	likes	swimming.
	likes	
	likes	
	likes	
	likes	
	likes	
	likes	
	likes	

# Having Fun



## Party



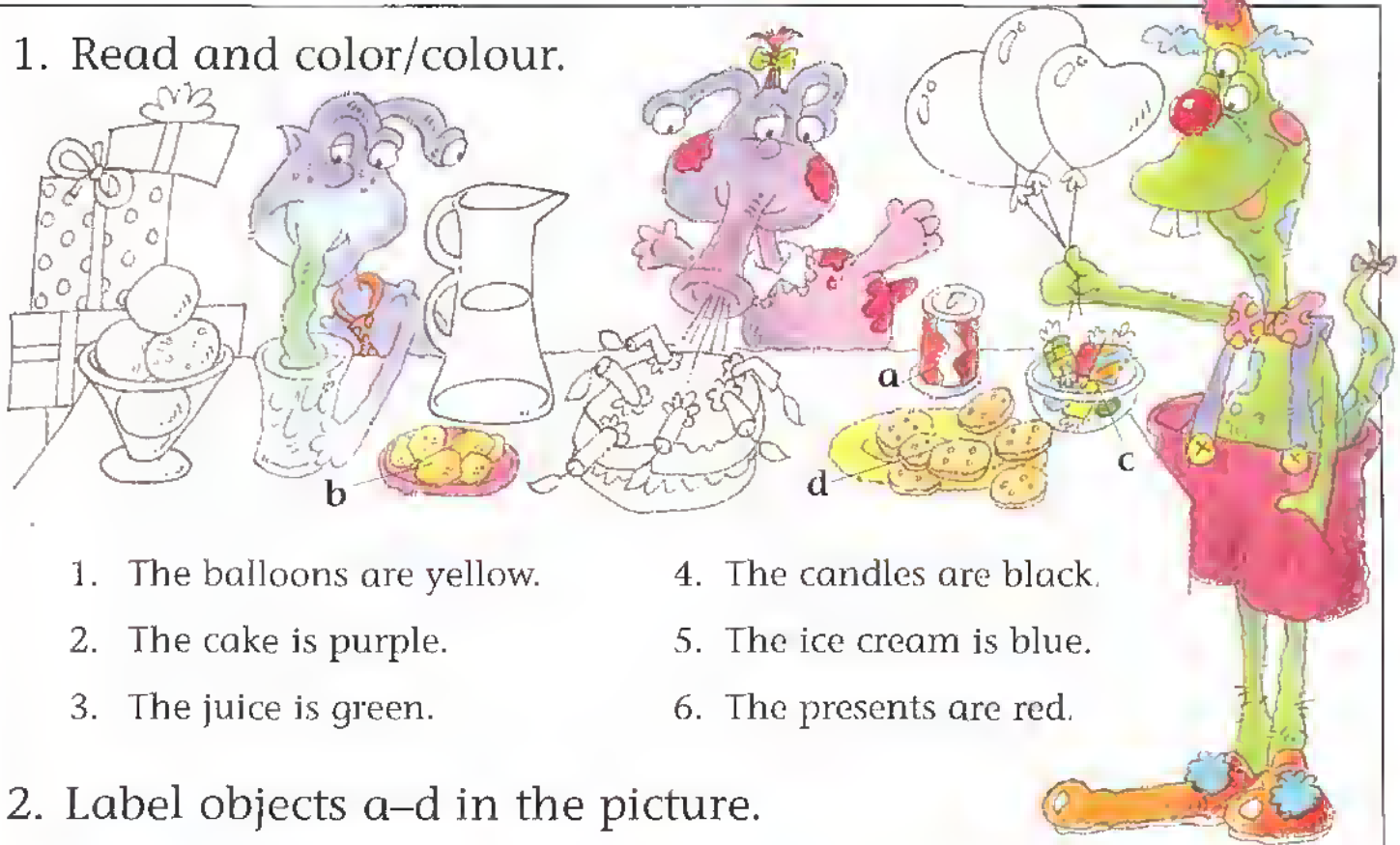
Ask and answer.

>How do you spell circus?

>c-i-r-c-u-s



# 1. Read and color/colour.

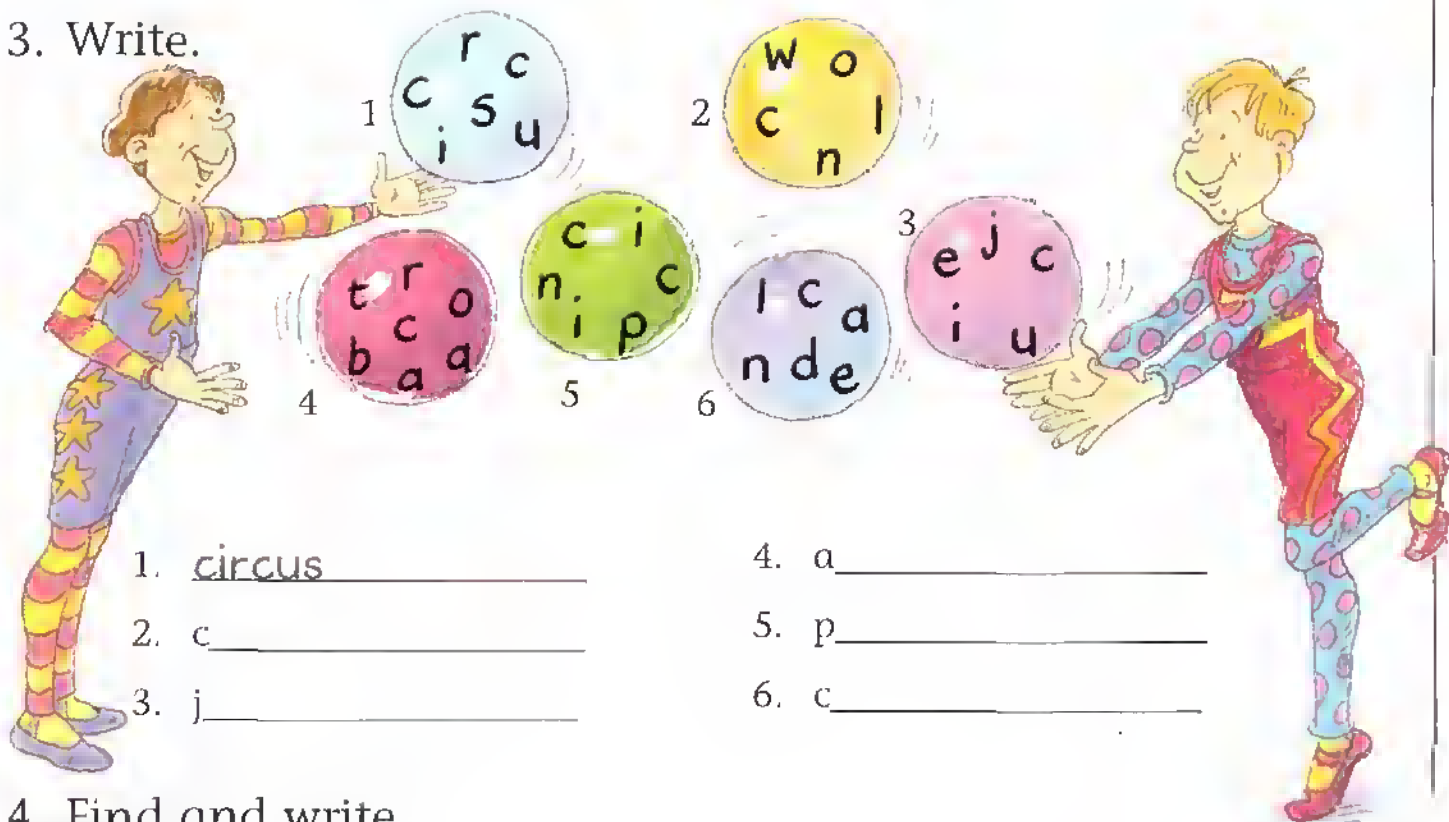


1. The balloons are yellow.
2. The cake is purple.
3. The juice is green.
4. The candles are black.
5. The ice cream is blue.
6. The presents are red.

## 2. Label objects a–d in the picture.

a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_ d \_\_\_\_\_

## 3. Write.



1. circus
2. c
3. j

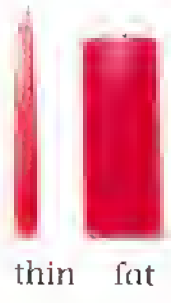
4. a
5. p
6. c

## 4. Find and write.

The letter \_\_\_\_\_ is in all the words in Activity 3.



# Opposites



Ask and answer.

>What's the opposite of heavy?

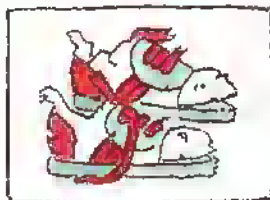
>Light.



# 1. Draw and write.



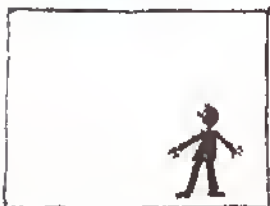
1. new



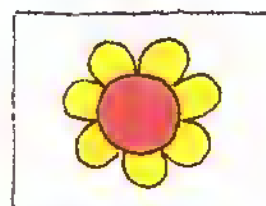
old.



3. happy



2. short



4. big



# 2. Spot the difference. Complete.



1. The girl is tall.
2. She is feeling \_\_\_\_\_
3. Her shoes are \_\_\_\_\_
4. The dog is \_\_\_\_\_
5. The bird is \_\_\_\_\_
6. The window is \_\_\_\_\_



- The girl is short.
- She is feeling \_\_\_\_\_
- Her shoes are \_\_\_\_\_
- The dog is \_\_\_\_\_
- The bird is \_\_\_\_\_
- The window is \_\_\_\_\_

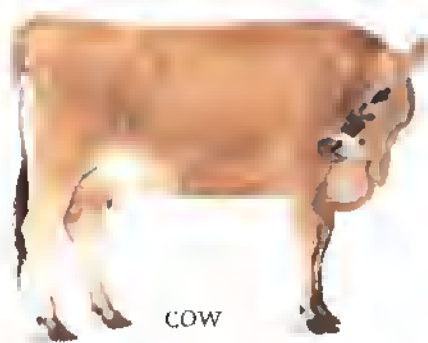
# Animals 1



sheep



goat



cow



donkey



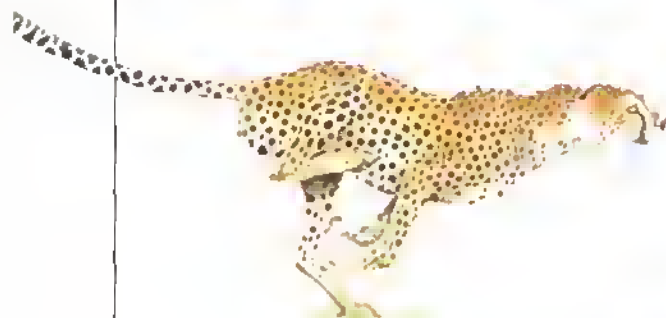
horse



zebra



giraffe



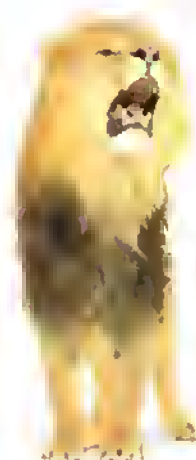
cheetah



tiger



koala



lion



wolf



fox

Point, ask, and answer.

>What's this?

>It's a sheep.

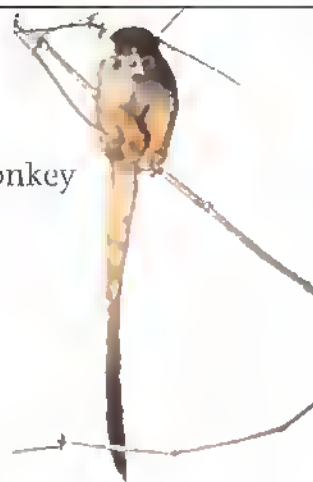




camel



reindeer



monkey



panda



kangaroo



hippo



gorilla



rhino



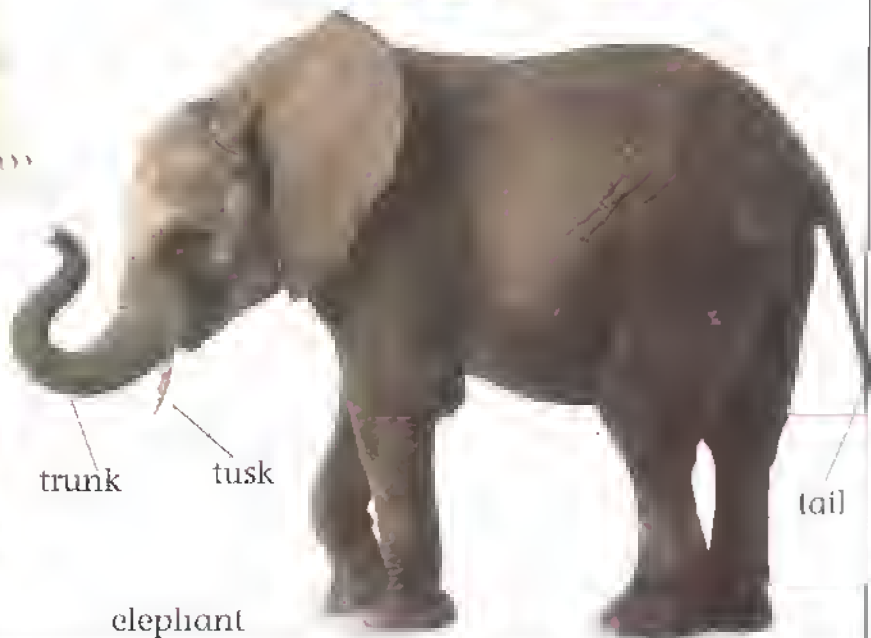
bear



polar bear



chimpanzee



elephant



1. Look at the first letters and complete.

1. Lee is a lion.
2. Winnie is a \_\_\_\_\_
3. Tom is a \_\_\_\_\_
4. Gill is a \_\_\_\_\_
5. Zak is a \_\_\_\_\_
6. Molly is a \_\_\_\_\_
7. Ed is an \_\_\_\_\_
8. Bess is a \_\_\_\_\_



2. Find and count.



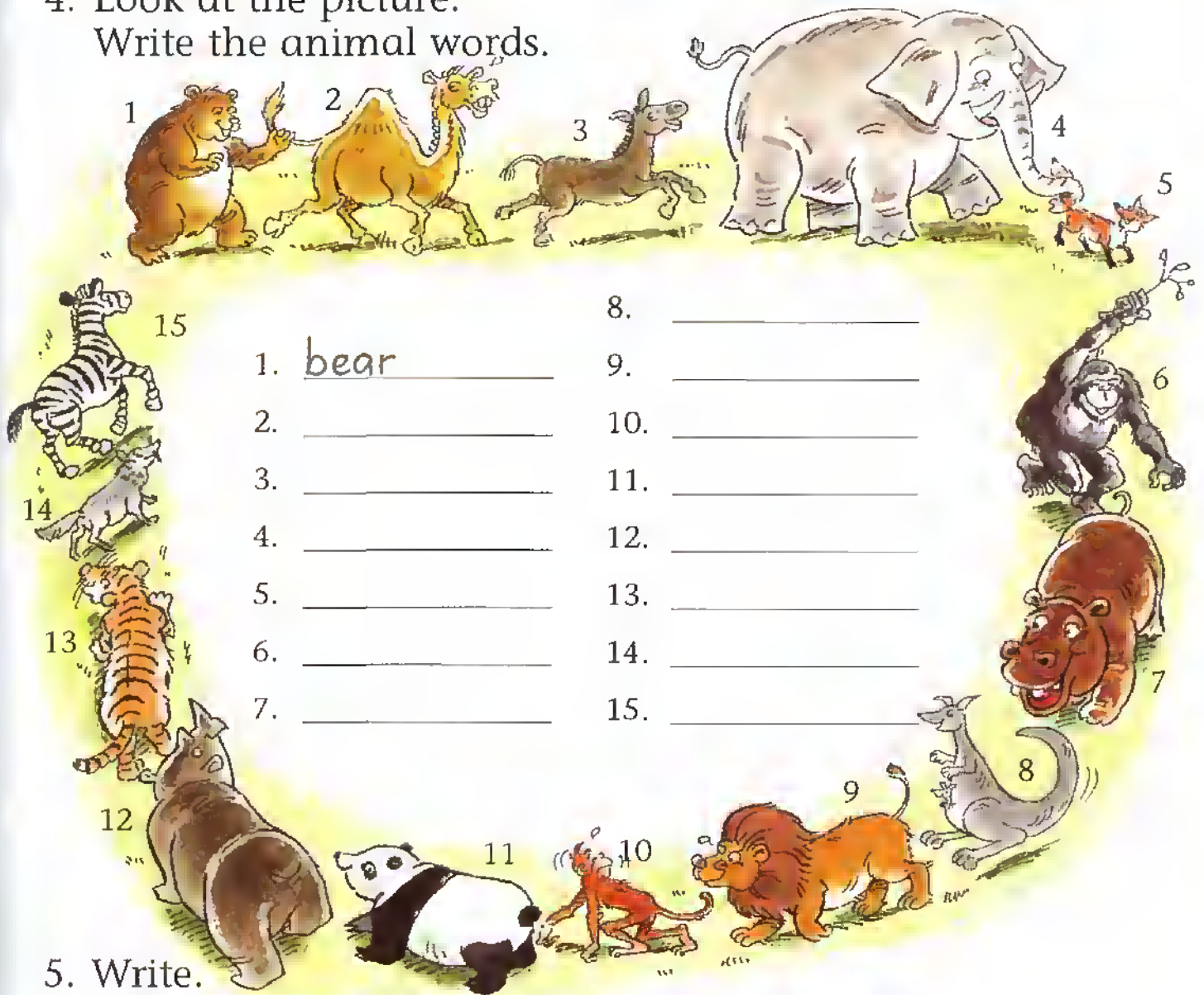
1. How many donkeys?      3
2. How many goats?      3
3. How many horses?      3
4. How many cows?      3

3. Find the mystery animal in Activity 2.

The mystery animal is a \_\_\_\_\_.



4. Look at the picture.  
Write the animal words.



- |                |           |
|----------------|-----------|
| 1. <u>bear</u> | 8. _____  |
| 2. _____       | 9. _____  |
| 3. _____       | 10. _____ |
| 4. _____       | 11. _____ |
| 5. _____       | 12. _____ |
| 6. _____       | 13. _____ |
| 7. _____       | 14. _____ |
|                | 15. _____ |

5. Write.

The zoo animals in Activity 4 are in ABC order.  
Which letters of the alphabet are missing?

a \_\_\_\_\_

6. Write about your zoo.

- In my zoo I would like to have \_\_\_\_\_  
\_\_\_\_\_
- In my zoo I would NOT like to have \_\_\_\_\_  
\_\_\_\_\_

# Animals 2



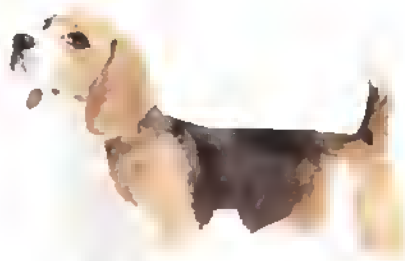
bat



squirrel



rabbit



dog



cat



mouse



snake



frog



tortoise



crocodile



lizard



turtle



worm



snail



spider



fly



ladybug  
ladybird



cockroach



grasshopper



bee



butterfly



scorpion

Find the animals  
beginning with  
"s".

>Squirrel, ...





parrot



owl



peacock



ostrich



goose



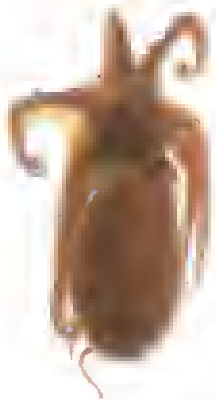
penguin



duck



swan



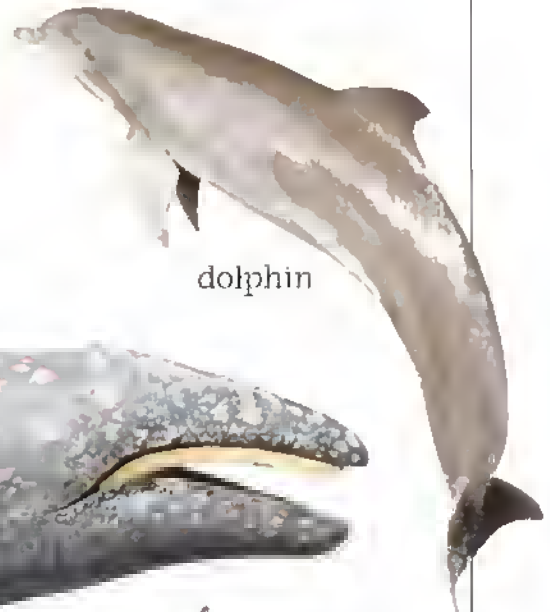
octopus



seal



jellyfish



dolphin



lobster



whale



sea horse



fish



shark

## 1. Match and complete.



1. Don has a frog.
2. Carol has a \_\_\_\_\_
3. Will has a \_\_\_\_\_

4. Lisa has a \_\_\_\_\_
5. Guy has a \_\_\_\_\_
6. Rose has a \_\_\_\_\_

## 2. Read, find, and match.

1. bat
2. ostrich
3. peacock
4. swan
5. snail
6. whale

I'm blue and green.  
I have a big tail.

I'm small and brown. I  
carry my home with me.

I'm a bird but I can't  
fly. I'm very big.

I live in the sea but I'm  
not a fish. I'm very big.

I'm small and black. I can  
fly but I'm not a bird.

I'm white. I can fly  
and swim.



### 3. Sort, write, and draw.

Where do they live?

tortoise parrot shark lobster snake butterfly  
squirrel octopus fly dolphin bee spider

air

land

tortoise

sea

### 4. Ask and answer.



What am I?

You're a ...



# Food 1

## Fruit



strawberries



raspberries



grapes



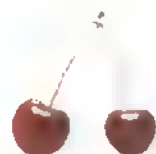
orange



lemons



peach



cherries



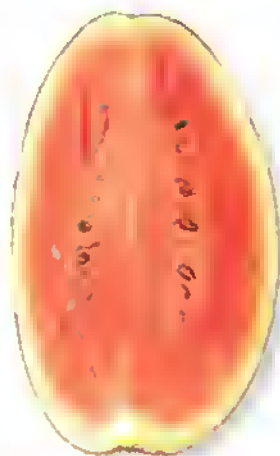
plum



dates



pear



watermelon



pineapple



sandwich



apple



fig



melon



banana

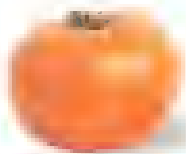
Point, ask, and answer.

>Do you like grapes?

>Yes, I do. / No, I don't.



# Vegetables



tomato



olives



onion



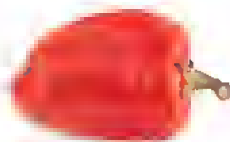
broccoli



beans



garlic



pepper



mushroom



potato



peas



lettuce



eggplant  
aubergine



corn on the cob  
sweetcorn



carrot



zucchini  
courgette



cauliflower



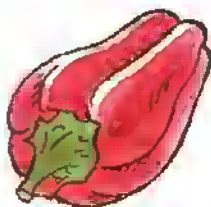
cabbage



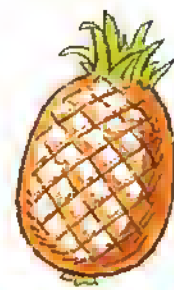
cucumber

1. Write **yes** or **no** about you.

Do you like ...?



1. apples \_\_\_\_\_
2. bananas \_\_\_\_\_
3. grapes \_\_\_\_\_
4. watermelon \_\_\_\_\_
5. pineapple \_\_\_\_\_
6. olives \_\_\_\_\_
7. peas \_\_\_\_\_
8. tomatoes \_\_\_\_\_
9. mushrooms \_\_\_\_\_
10. peppers \_\_\_\_\_



## 2. Ask and answer.

Do you like apples?

Yes, I do. /  
No, I don't.

## 3. Write about your friend.

Write two things which he/she likes.



\_\_\_\_\_ likes \_\_\_\_\_

\_\_\_\_\_ likes \_\_\_\_\_

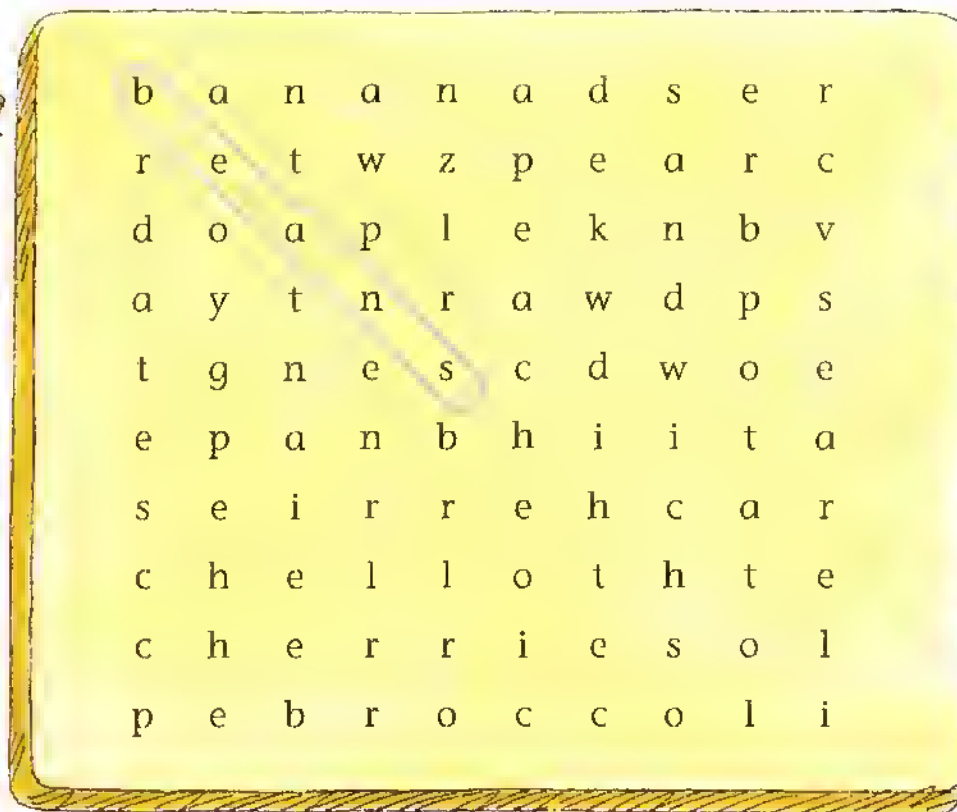
Write two things which he/she doesn't like.



\_\_\_\_\_ doesn't like \_\_\_\_\_

\_\_\_\_\_ doesn't like \_\_\_\_\_

#### 4. Circle and write the food words.



beans

---

---

---

---

---



---

---

---

---

---

#### 5. Choose and ✓.

What does the rabbit like to eat?

- |                 |   |                |
|-----------------|---|----------------|
| 1. lemons       |   | 6. lettuce     |
| 2. carrots      | ✓ | 7. cherries    |
| 3. cabbage      |   | 8. broccoli    |
| 4. strawberries |   | 9. cauliflower |
| 5. oranges      |   | 10. pineapples |





# Food 2



tea



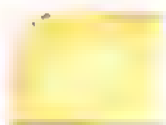
egg



meat



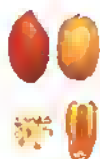
fish



cheese



coffee



nuts



soup



sugar



pasta



rice



bread



cereal



roast chicken  
and potatoes

Find the words  
with five letters.

>Sugar, ...







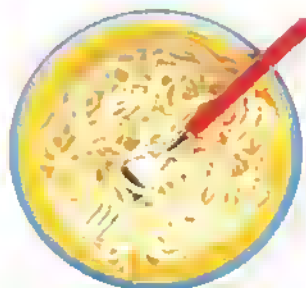
salad



noodles



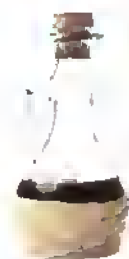
mayonnaise



spaghetti



 shrimps  
 prawns



vinegar



jam



olive oil





stew



honey



 burger and French fries  
 burger and chips





chocolate



ketchup



 yogurt  
 yoghurt



pepper



salt

# 1. Match and write.

I have an egg, some chicken, and a burger.

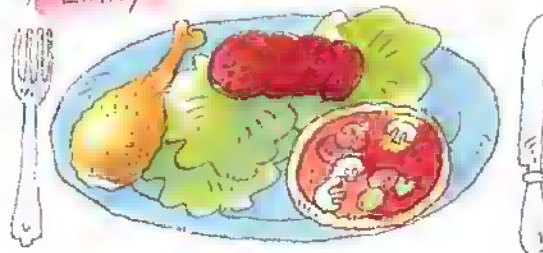
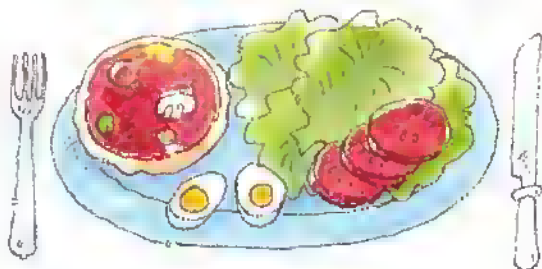


I have a pizza, an egg, and some salad.

I have some chicken, some salad, and a pizza.

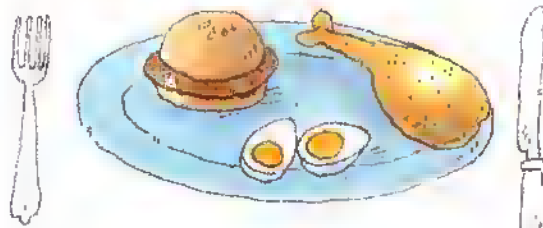
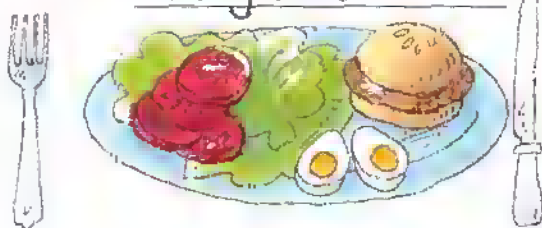


I have a burger, some salad, and an egg.



1. Margaret

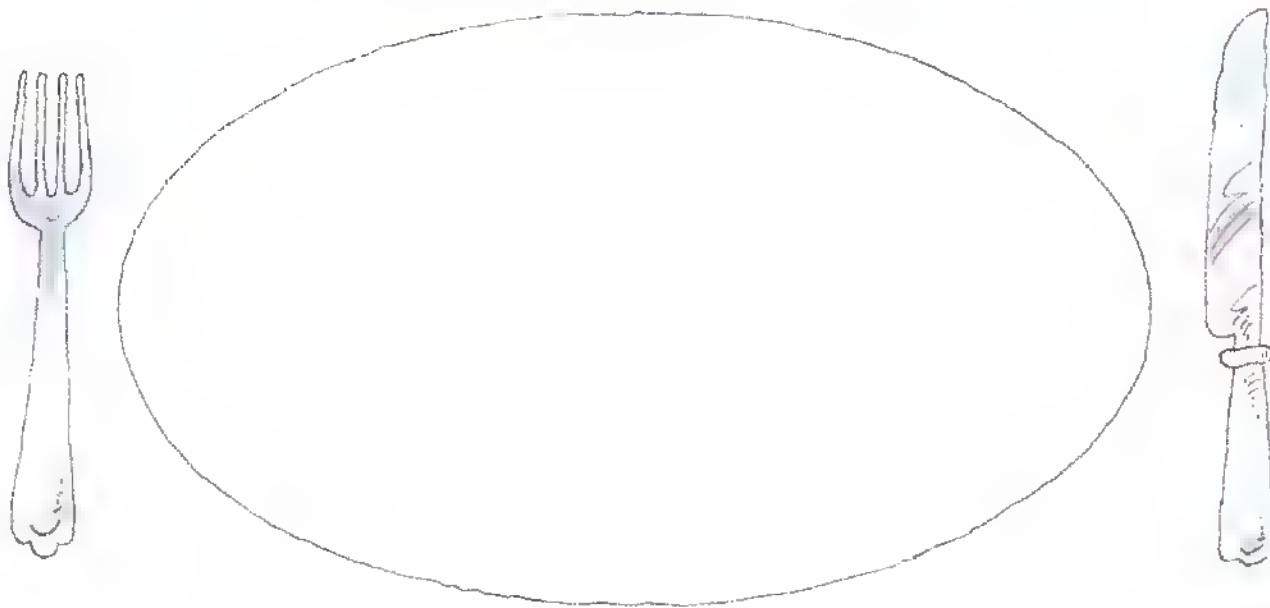
3.



2.

4.

## 2. Draw and label your lunch.



3. Read the shopping list and draw.



4. Circle the odd one out.

1. mayonnaise   chocolate   olive oil   ketchup
2. sugar   stew   meat   fish
3. noodles   tea   rice   pasta
4. tea   coffee   milk   eggs

# In the Home 1

## Room



## Kitchen





# Dining room

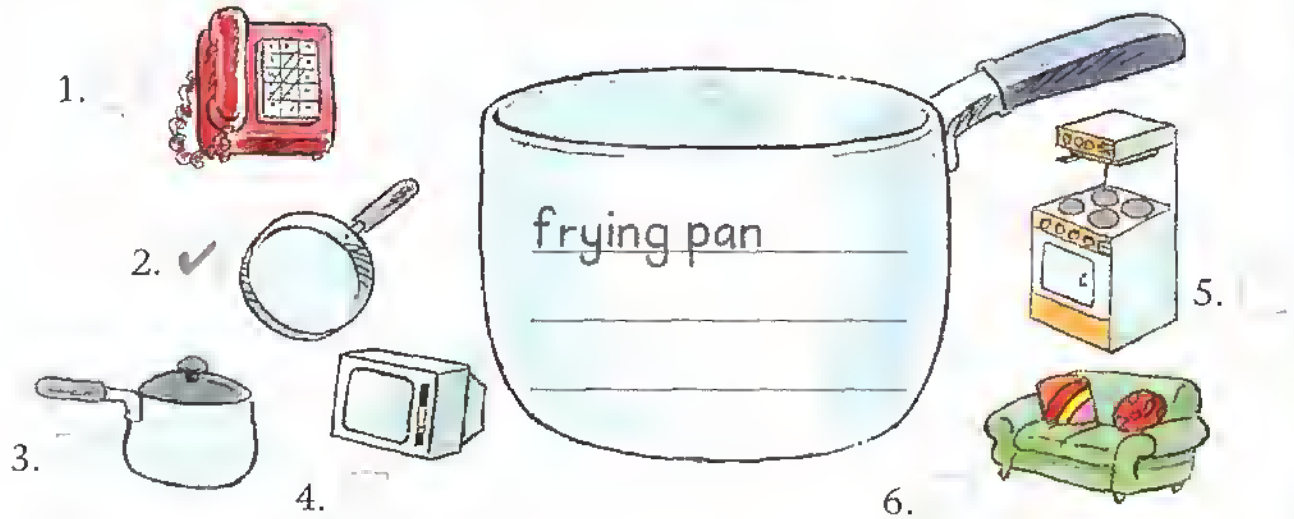


# Living room



# 1. Choose, ✓, and write.

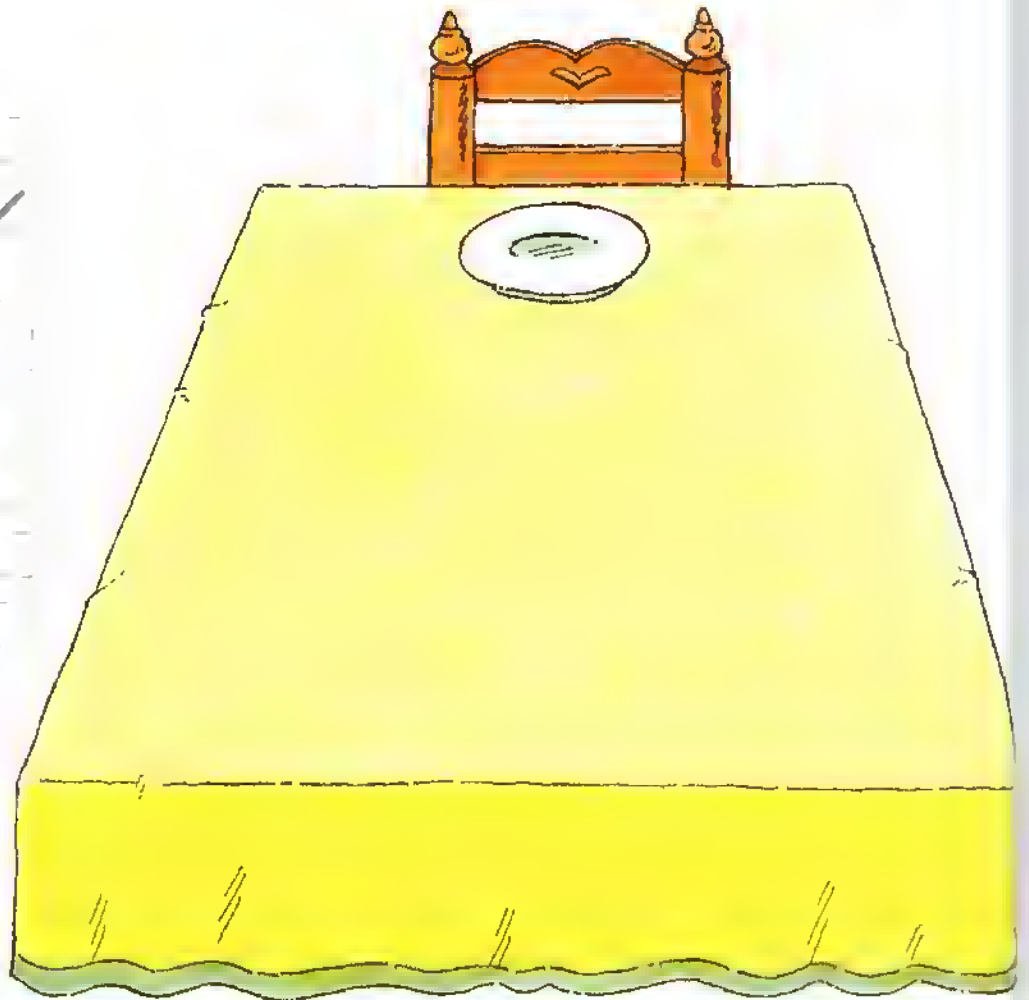
Tina is cooking dinner. What does she need?



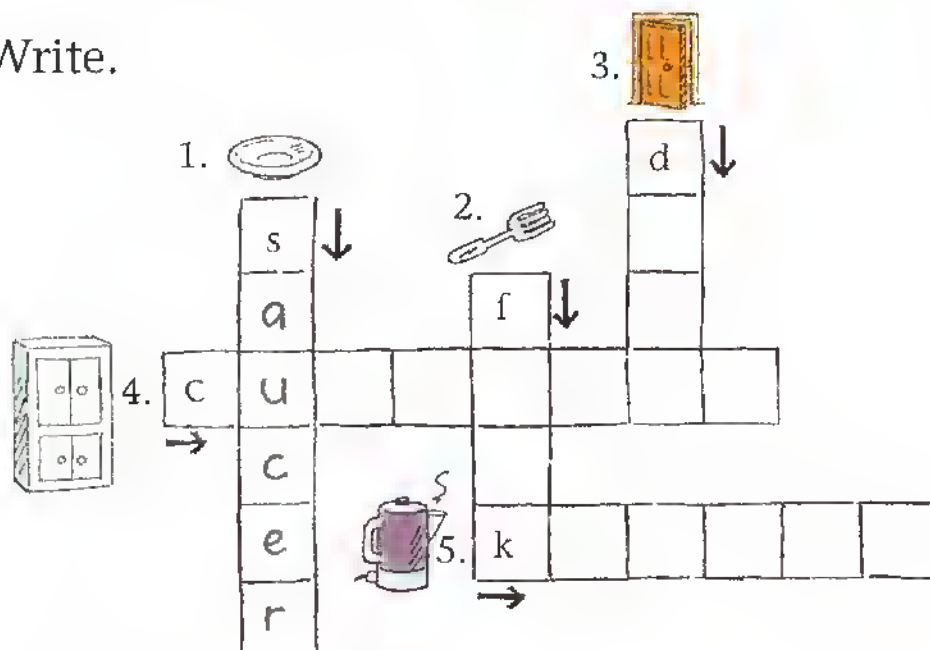
# 2. Choose, ✓, and draw.

Terry is setting the table for dinner. What does he need to put on the table?

1. an armchair
2. a plate ✓
3. a knife
4. a book
5. a fork
6. a glass
7. a napkin
8. an oven



3. Write.



4. Sort and write.



sh

shelf



ch



th

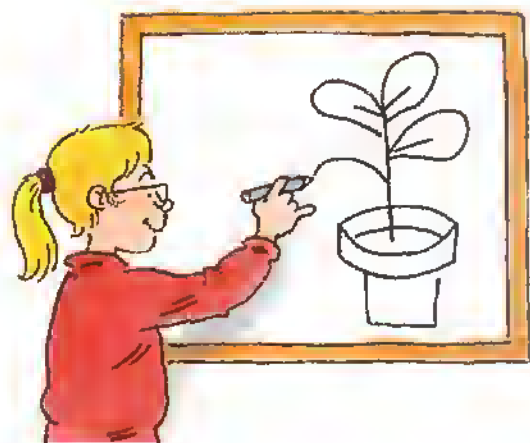
gh

ph



5. Tell your friend and draw.

In my living room  
I have a plant.



# In the Home 2

## Bathroom



## Bedroom





# Around the home



camera



key



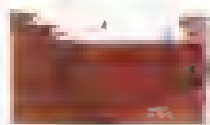
light bulb



string



garbage can  
bin



wallet



money



purse



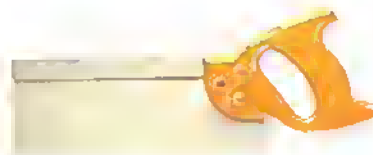
scissors



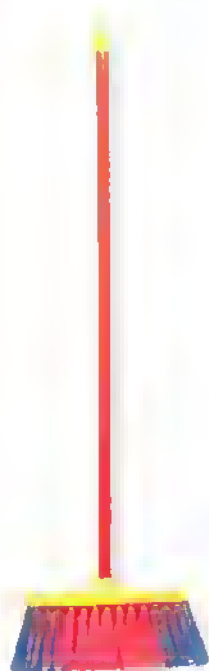
hammer



paintbrush



saw



broom



iron



washing machine



suitcase



vacuum cleaner



watering can



cassette player



cassette



radio



comic book  
comic



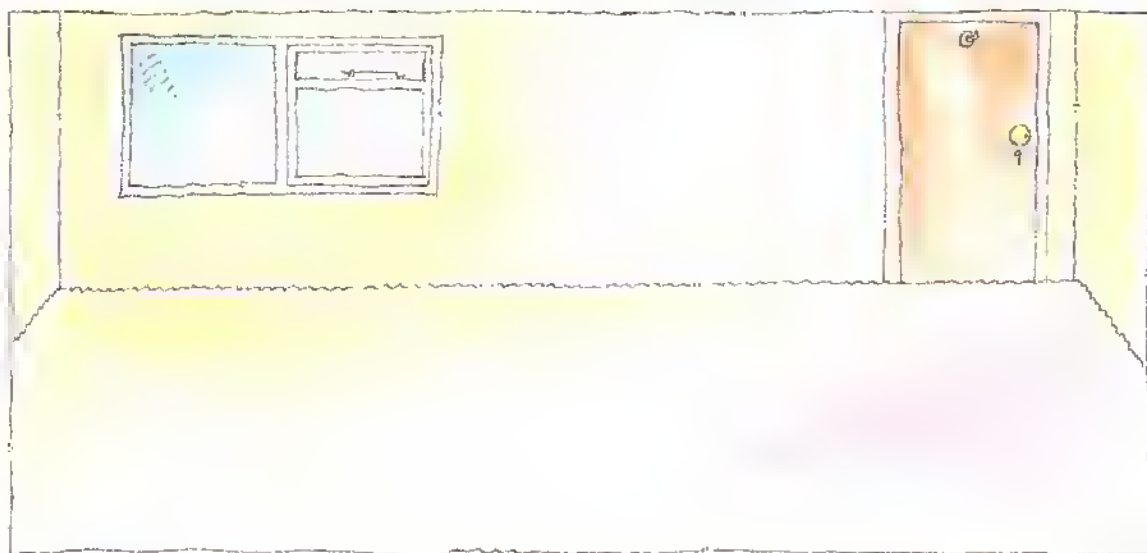
newspaper

1. Sort and write.

cassette player shampoo soap wardrobe basin  
toothbrush blanket tap towel pillow



2. Draw and label three things in your bedroom.



3. Ask and answer.

Do you have a mirror  
in your bedroom?

Yes./No.

4. Circle and ✓.

a c r s c i s s o r s  
p a i n t b r u s h t  
i m s a w r e c v a e  
t e o r w a i b n m e  
h r a n k t l n o m h  
v a i t e r v l g e g  
b n m i y y k a e r o  
e t s a p h t o o t s  
l i g h t b u l b e o

5. Write the words from Activity 4 in ABC order.

1. camera
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

6. Find and write.

Find six machines.

radio \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

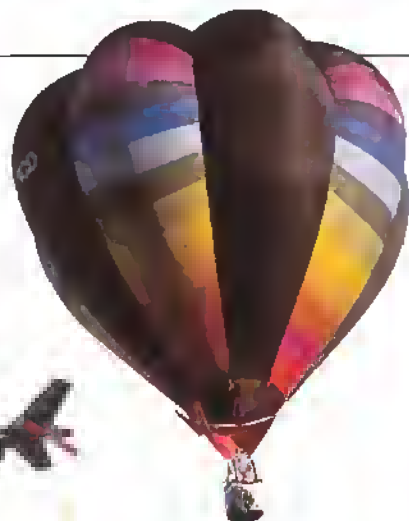
# Transportation



plane



helicopter



hot-air balloon



ship



boat



motorboat



van



truck  
lorry



bus



streetcar  
tram



bicycle/bike



car



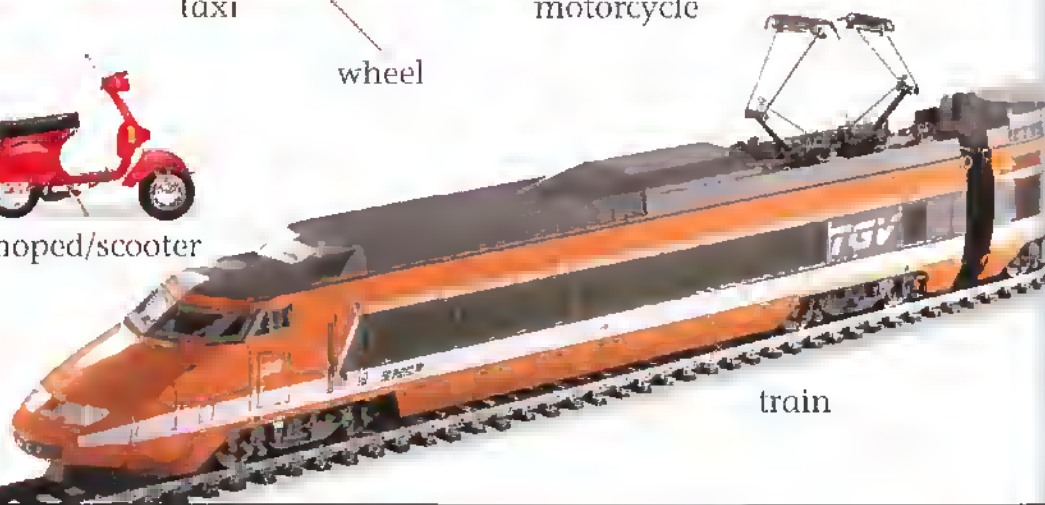
taxi



motorcycle



moped/scooter



train

Ask and answer.

>How do you  
spell plane?

>p-l-a-n-e





# 1. Find and count.

1. How many trains?

3

2. How many cars?

7

3. How many boats?

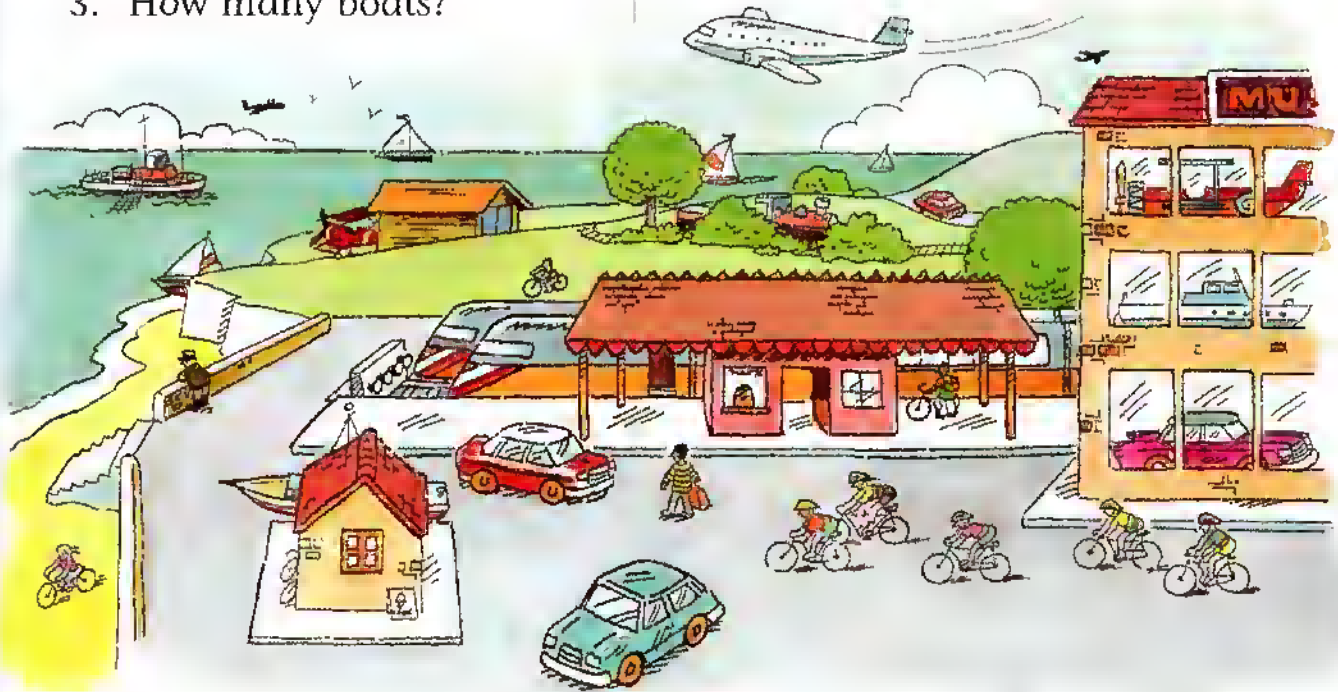
7

4. How many bikes?

10

5. How many planes?

3



# 2. Sort and write.

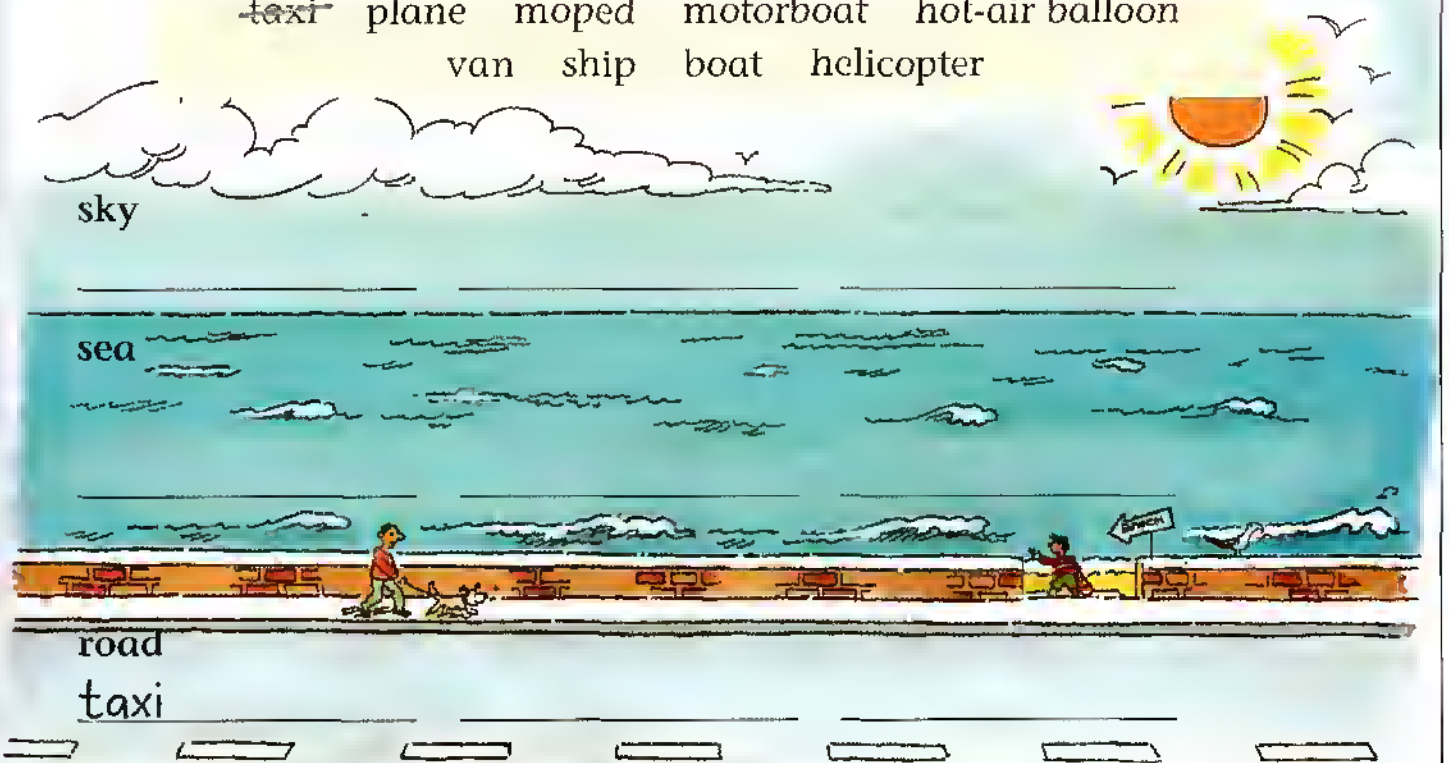
~~taxi~~ plane moped motorboat hot-air balloon  
van ship boat helicopter

sky

sea

road

taxi



# The Family



man



woman



boy



girl



baby



grandmother/grandma



grandfather/grandpa



aunt



uncle

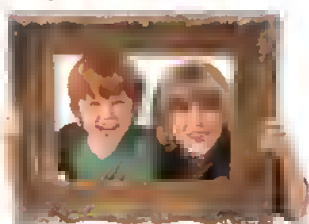


mother/mom  
mother/mum

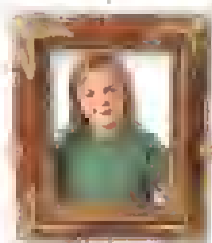


father/dad

Play with your friend.  
>She has a green dress.  
>Is she the sister?



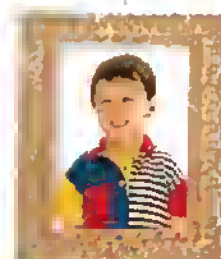
cousin cousin



sister



you



brother

# 1. Write.

- |            |         |            |   |
|------------|---------|------------|---|
| 1. dagrpna | grandpa | 4. amandgr | g |
| 2. trssie  | s       | 5. ada     | d |
| 3. byba    | b       | 6. orhebrt | b |

# 2. Find or draw a picture of your family. Write labels.



# 3. Sort and write.

~~brother~~ ~~grandma~~ grandfather aunt father uncle grandmother  
man girl mother boy sister grandpa woman

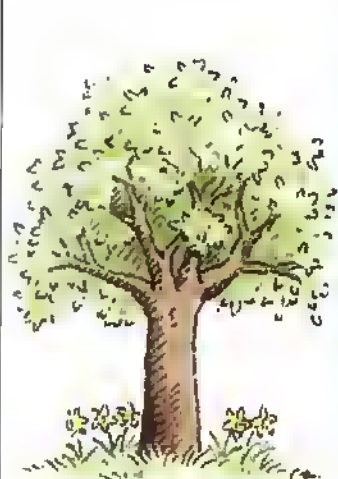


grandma  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



brother  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Seasons



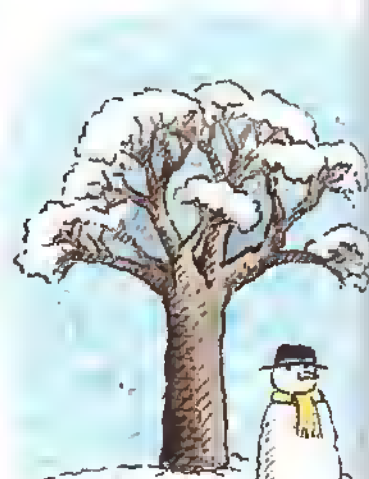
spring



summer

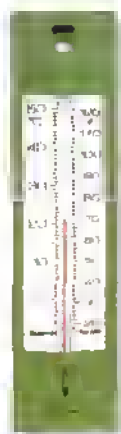


fall  
autumn



winter

# Weather



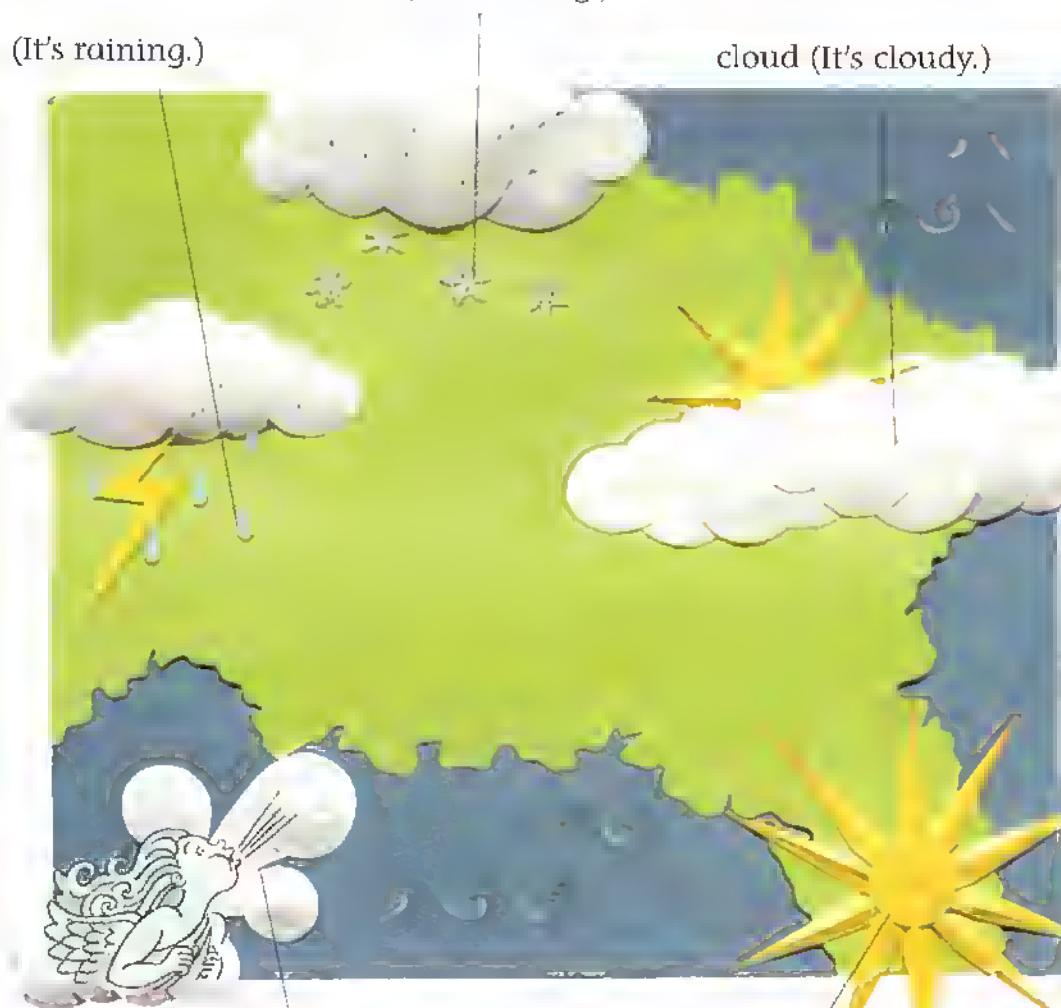
hot

cold

rain (It's raining.)

snow (It's snowing.)

cloud (It's cloudy.)



wind (It's windy.)

sun (It's sunny.)

Draw and ask  
your friend.

>What's the  
weather  
like?



>It's sunny.






# 1. Match and complete.

1. 

I like wind.

2. 

I like \_\_\_\_\_

3. 

I like \_\_\_\_\_

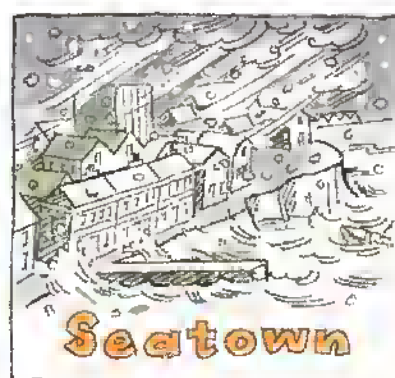
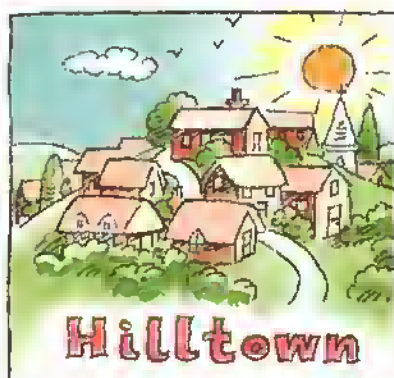
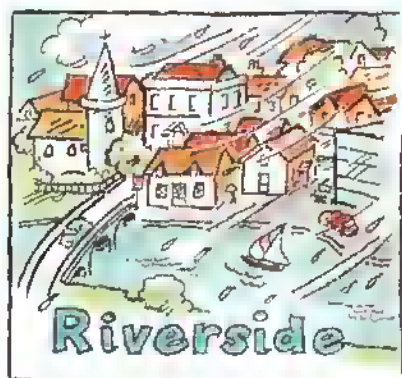
4. 

I like \_\_\_\_\_



# 2. Look and complete.

hot   raining   ~~windy~~   cold   sunny   snowing



Here is today's weather. In Riverside it is a windy day and it is \_\_\_\_\_. In Hilltown it is \_\_\_\_\_. It is a very \_\_\_\_\_ day. In Seatown it is \_\_\_\_\_. It is a \_\_\_\_\_ day.

# 3. Write the words in ABC order.

wind   snow   sun   winter   summer   spring

- |                |          |          |
|----------------|----------|----------|
| 1. <u>snow</u> | 3. _____ | 5. _____ |
| 2. _____       | 4. _____ | 6. _____ |

# At the Beach



# 1. Choose, ✓, and draw.

Ann is going to the beach. What will she take?

- |                    |               |
|--------------------|---------------|
| 1. a bucket/pail ✓ | 8. a swimsuit |
| 2. a starfish      | 9. flippers   |
| 3. a spade/shovel  |               |
| 4. a crab          |               |
| 5. sand            |               |
| 6. sunglasses      |               |
| 7. seaweed         |               |



## 2. Sort and write.

Two words

beach ball

One word

seaweed

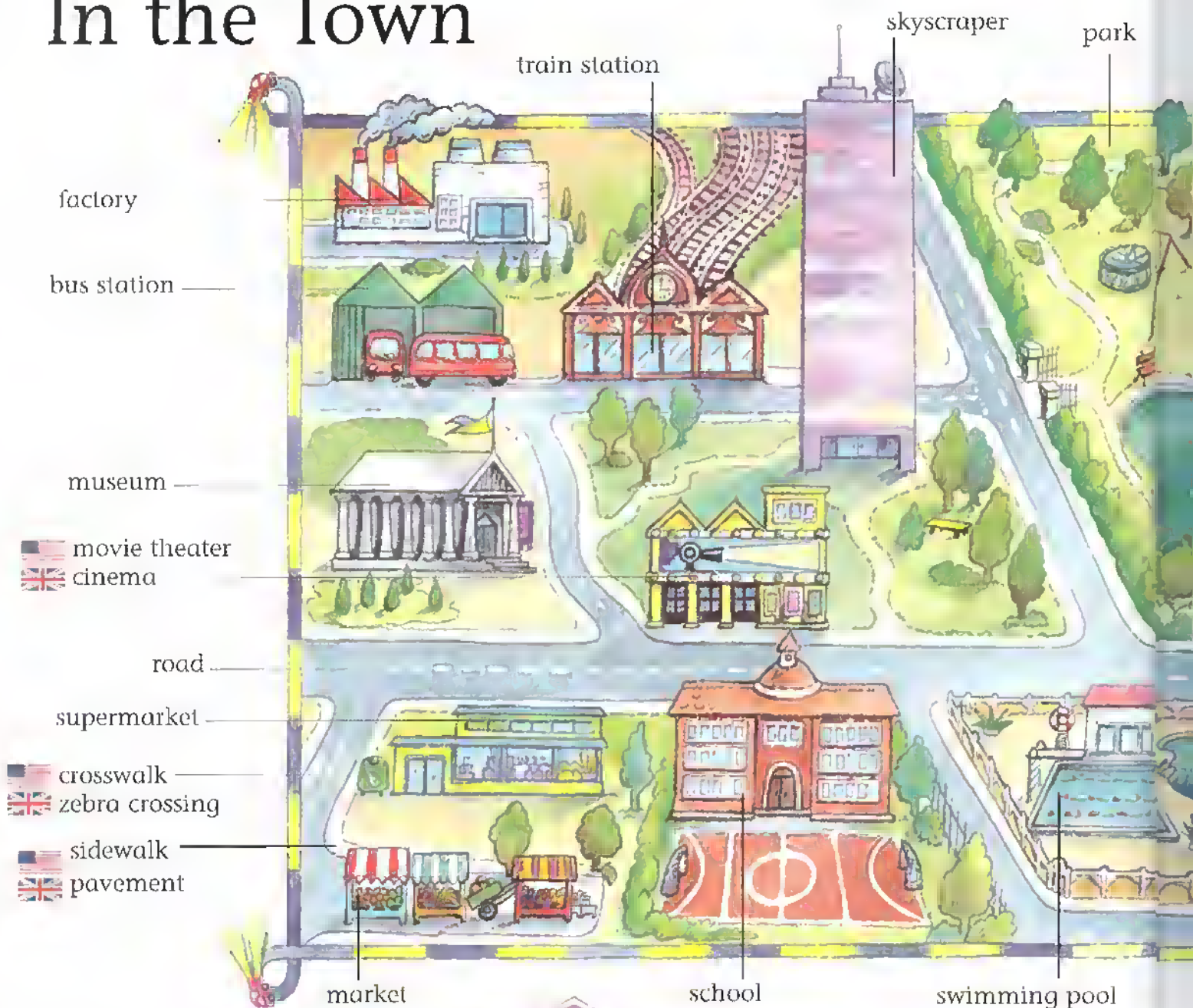


## 3. Write the words from Activity 2 in ABC order.

- |                     |          |           |
|---------------------|----------|-----------|
| 1. <u>beach bag</u> | 5. _____ | 9. _____  |
| 2. _____            | 6. _____ | 10. _____ |
| 3. _____            | 7. _____ | 11. _____ |
| 4. _____            | 8. _____ | 12. _____ |



# In the Town



Play a memory game.

> Yesterday I went to the **market**.

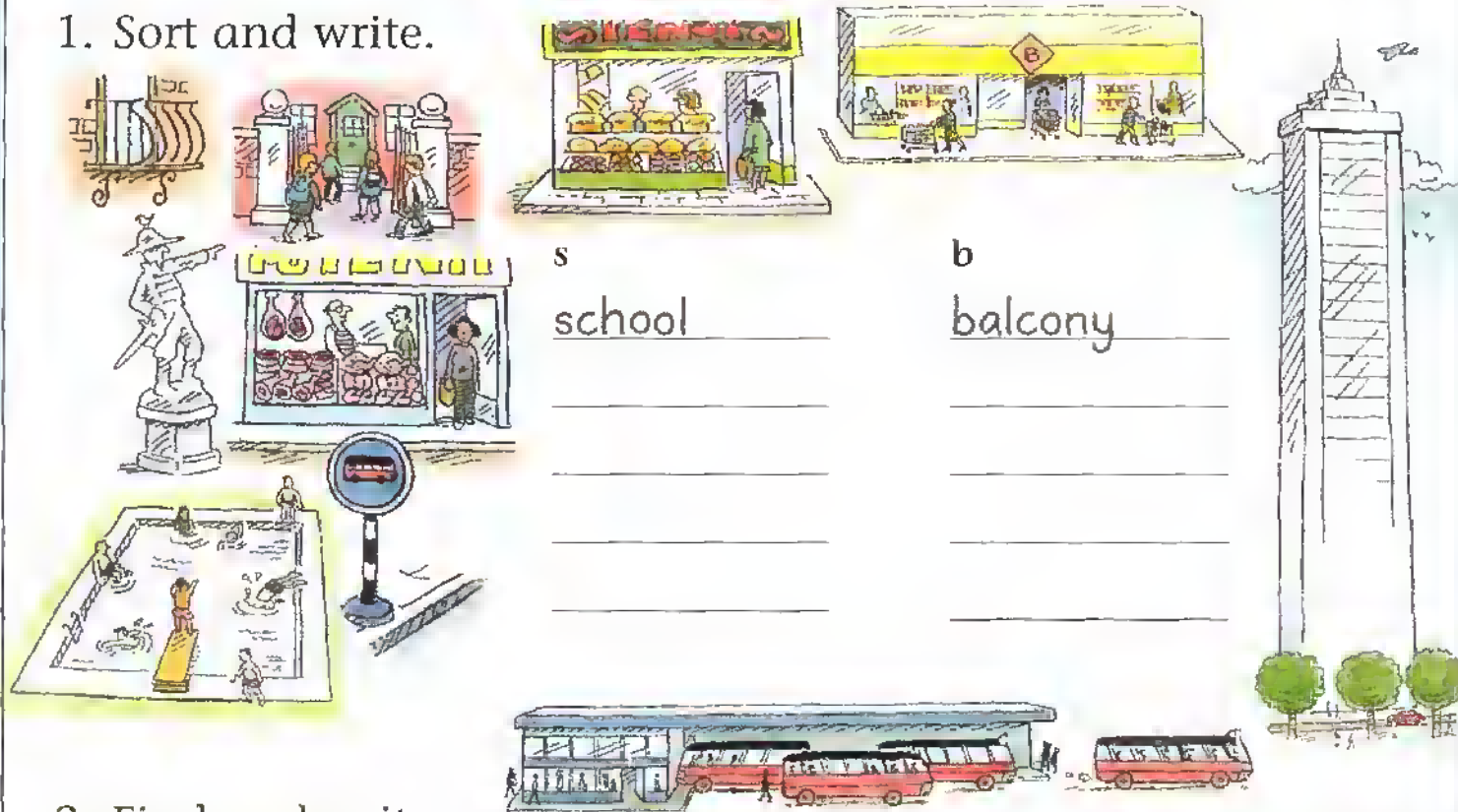
> Yesterday I went to the **market** and the **bank** ...







# 1. Sort and write.



s

school

b

balcony

# 2. Find and write.

Find six places where you can buy or eat food.

coffee shop

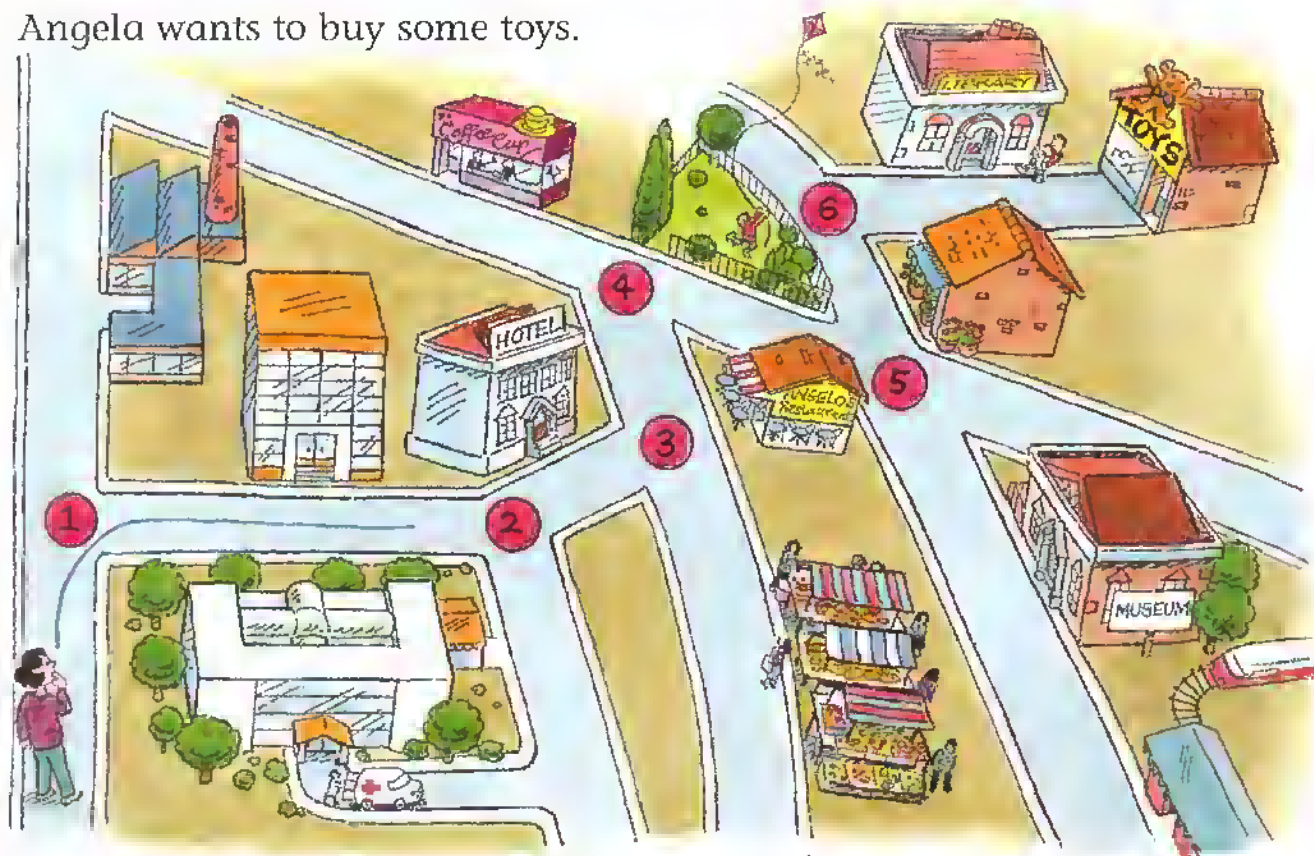
# 3. Match.

1. You find books here.
2. You can play here.
3. You buy stamps here.
4. You get money here.
5. Cars drive on it.
6. You can see old things here.
7. You buy bread here.
8. It's a very tall building.

- a road
- b bank
- c library
- d bakery
- e skyscraper
- f park
- g post office
- h museum

#### 4. Draw a line and complete.

Angela wants to buy some toys.



1. Angela turns right. She goes past the office building.
2. Angela turns left. She goes past the \_\_\_\_\_
3. Angela turns left. She goes past the \_\_\_\_\_
4. Angela turns right. She goes past the \_\_\_\_\_
5. Angela turns left. She goes past the \_\_\_\_\_
6. Angela turns right. She goes past the \_\_\_\_\_

#### 5. Look at Activity 4 and ✓.

Which places **doesn't** Angela walk past?

hotel ☐  
 market ☒  
 office building ☐  
 museum ☐

florist ☐  
 coffee shop ☐  
 library ☐  
 restaurant ☐

factory ☐  
 hospital ☐  
 train station ☐  
 park ☐



# In the Country

farm

barn chicken

farmer tractor farmhouse

bull

bush

cow



Play I Spy.

> I spy with my little  
eye something  
beginning with "I".  
> Is it a tree?



pond

duck

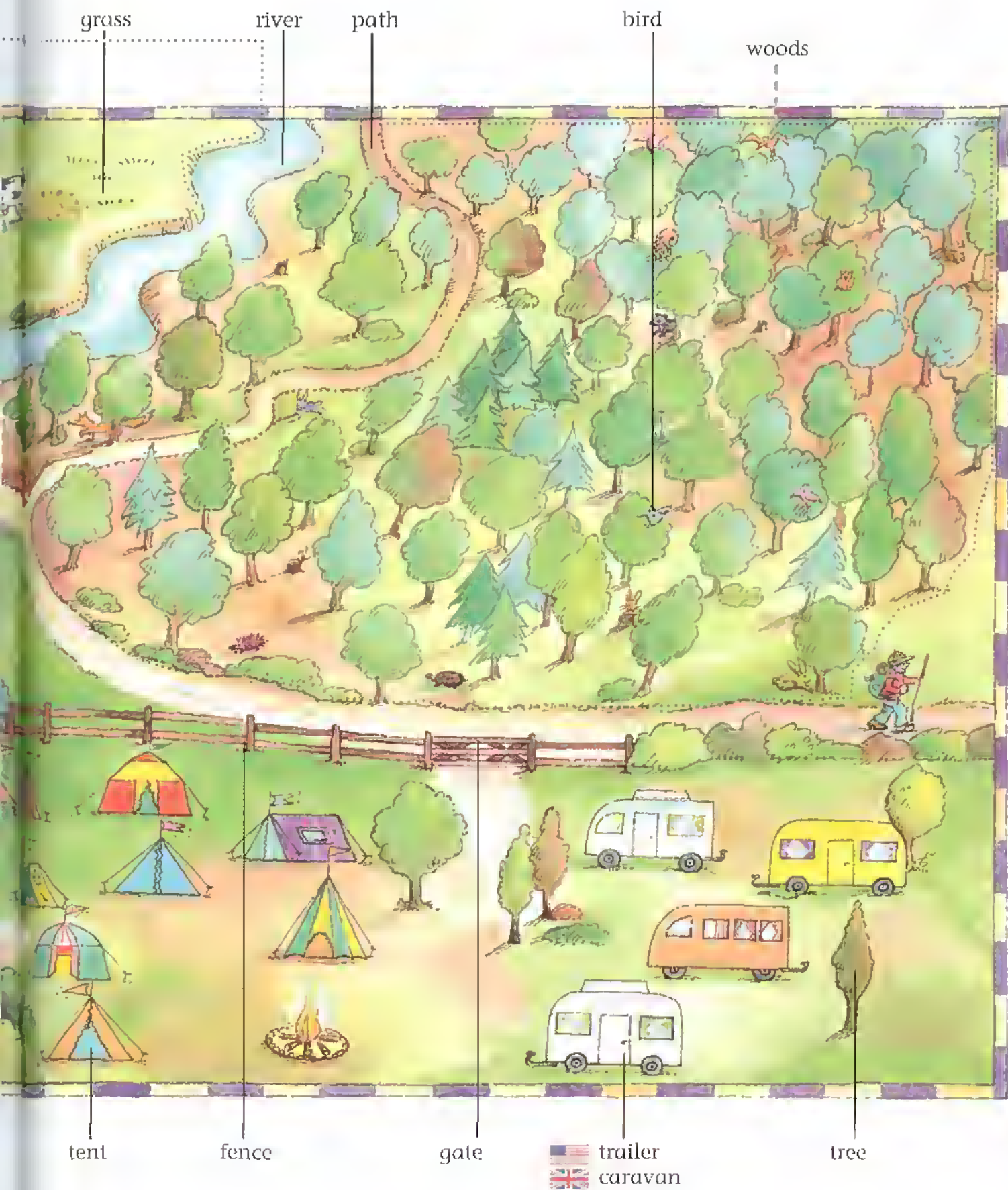
lane

field

hedge

bridge





1. Look and write. Use in, on, next to.



Where is the ...?

1. tractor

The tractor is in the lane.

2. bird

3. chickens

4. cow

5. farmhouse

6. farmer

7. path

8. tent

2. Make two more questions. Then ask and answer.

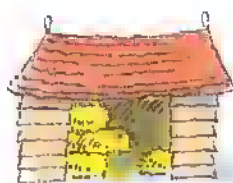
Where is the ...?

The ... is ...

3. Read, look, and ✓ or ✗.



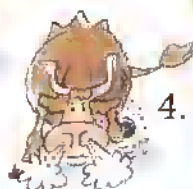
1. ✓



2. ✗



3. ☐



4. ☐



5. ☐



6. ☐



7. ☐



8. ☐

9. ☐



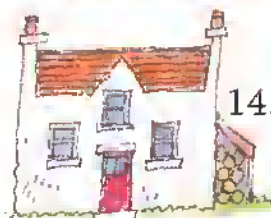
11. ☐



12. ☐



13. ☐



14. ☐



15. ☐

Yesterday I went for a walk in the country. I walked down a lane. Then I went across a bridge over the river. I walked along a path through the woods. I opened a gate and went into a field. There were some cows and a bull! I ran to the farmhouse. The farmer took me home on his tractor.

4. Sort and write.

farmhouse hedge tent ~~chicken~~ grass bull

animals

places to live

growing things

chicken

5. Find and write.

Can you add more words to the lists in Activity 4?

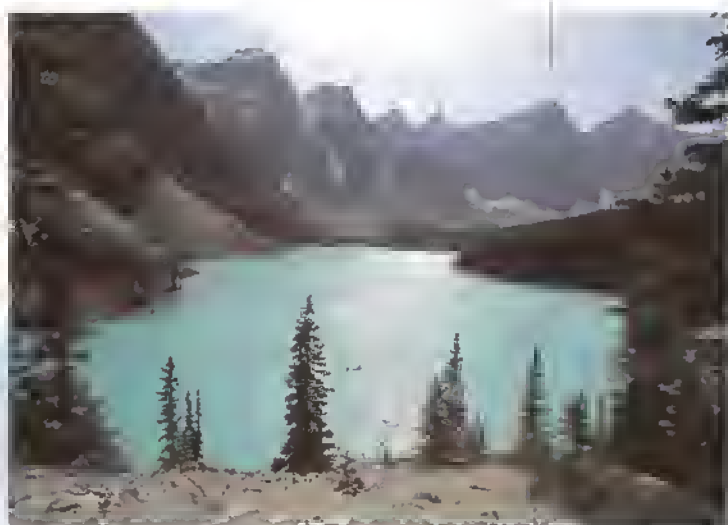


# The Earth



island

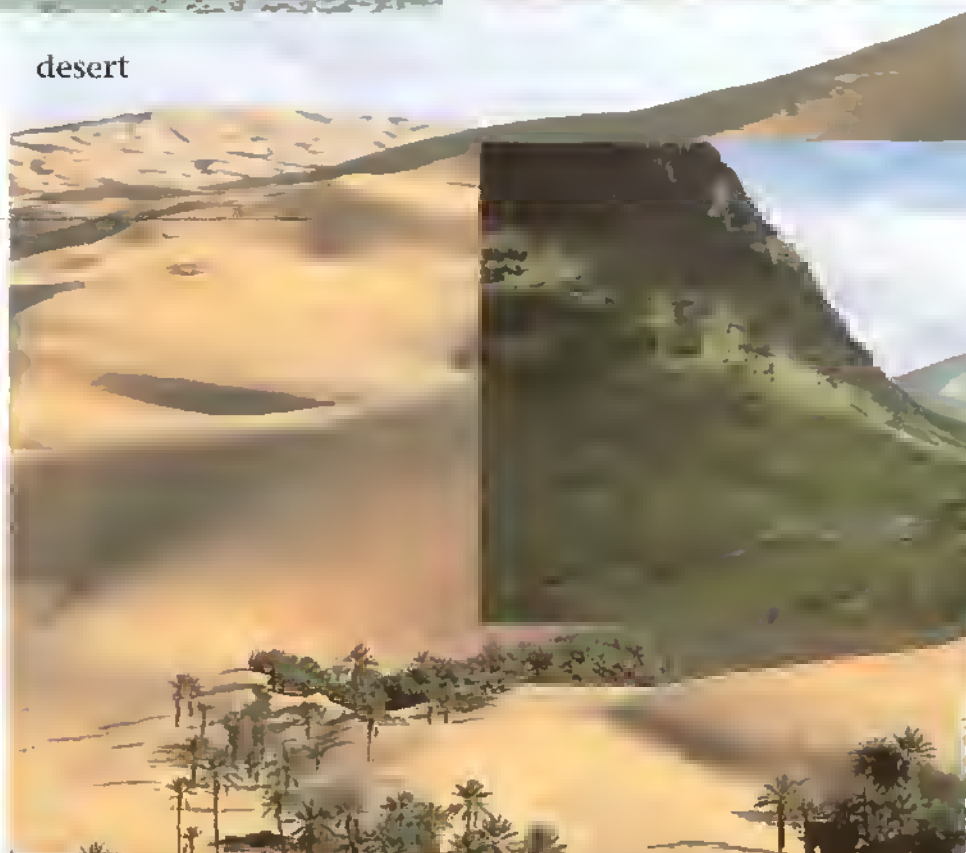
sea



mountain

desert

sand dune



lake  
hill

forest



valley

river



oasis

Ask and  
answer.


>How do you  
spell mountain?  
>m-o-u-n-t-a-i-n






# 1. Match and write.


I live on a hill next to a lake.

1. 


I live in a forest next to a river.


2. 

I live on an island in a lake.


3. 

I live in an oasis in a desert.


4. 




a



b





c




d


## 2. Write.


1. 


2. 

3. 

1.	r	i	v	e	r				
2.									
3.									
4.									
5.									
6.									

4. 

5. 

6. 

## 3. Find and write the mystery word in Activity 2.

The mystery word is \_\_\_\_\_.

## 4. Sort and write.

sea desert lake mountain sand dune hill

water



hot places



high places



sea

# Space



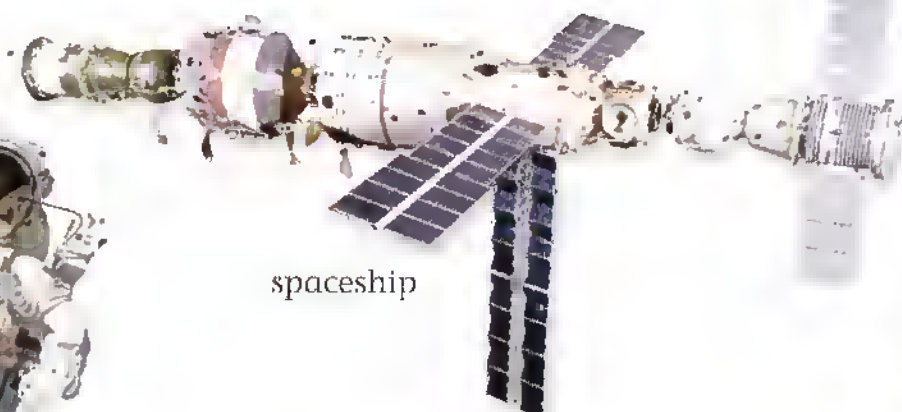
Earth



Moon



space shuttle

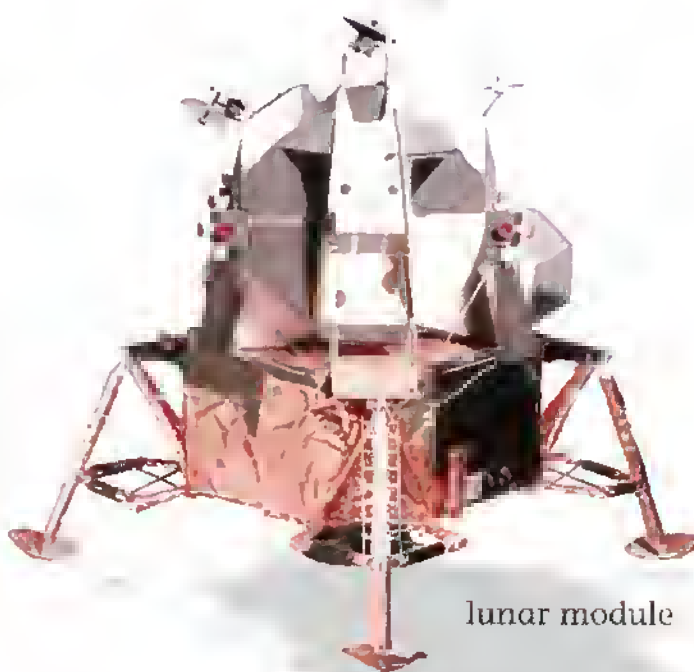


spaceship



astronaut

Point, ask, and answer.  
>What's this?  
>It's the Earth.

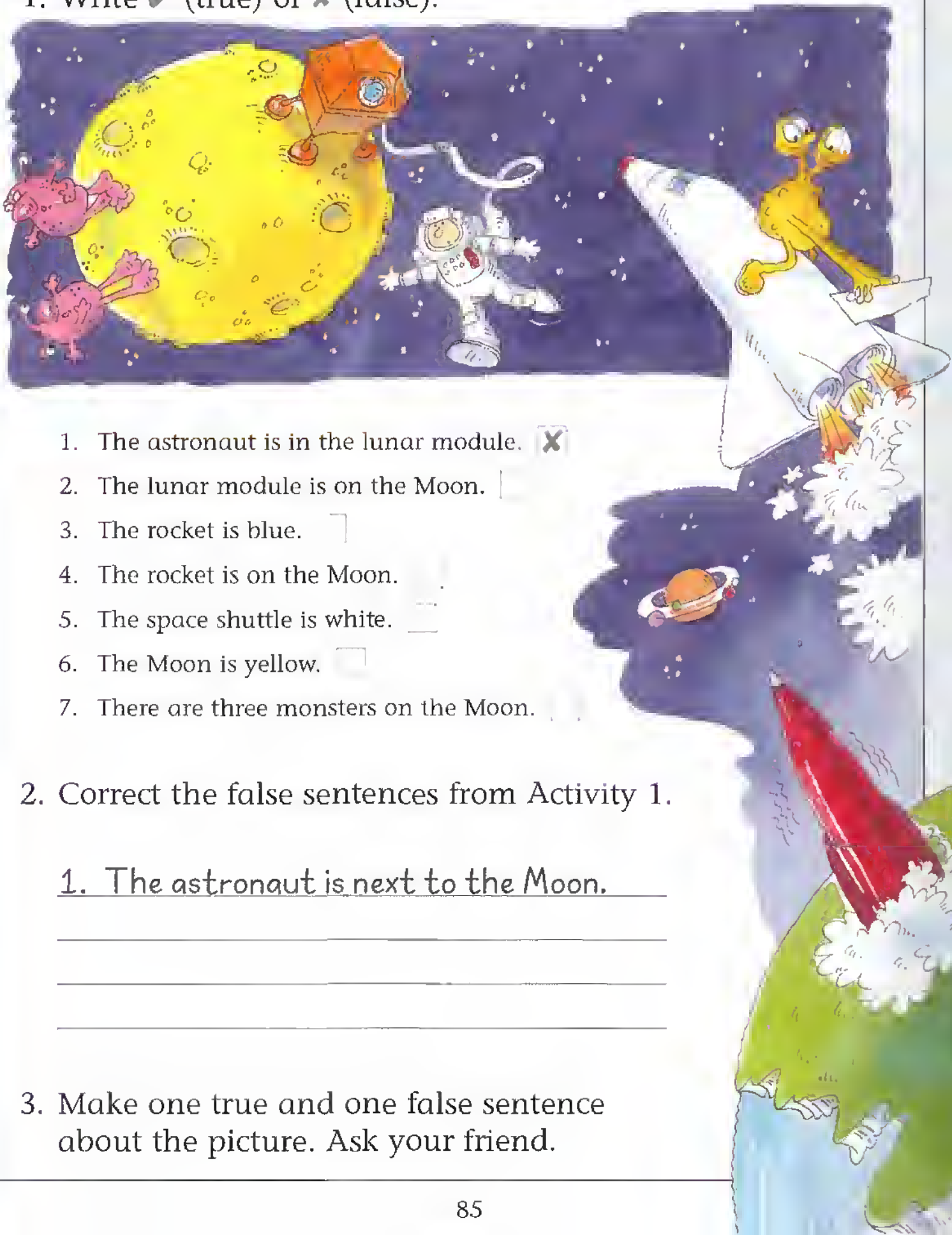


lunar module



rocket

1. Write ✓ (true) or ✗ (false).



1. The astronaut is in the lunar module. ☒
2. The lunar module is on the Moon. ☐
3. The rocket is blue. ☐
4. The rocket is on the Moon. ☐
5. The space shuttle is white. ☐
6. The Moon is yellow. ☐
7. There are three monsters on the Moon. ☐

2. Correct the false sentences from Activity 1.

1. The astronaut is next to the Moon.

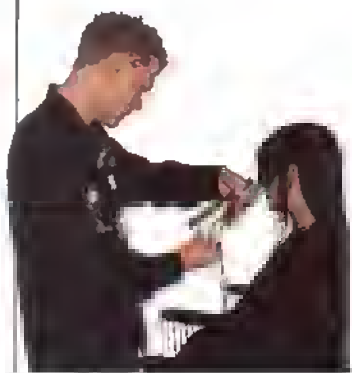
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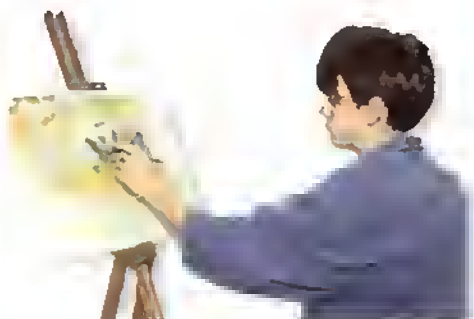
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3. Make one true and one false sentence about the picture. Ask your friend.

# Jobs



hairdresser



artist



journalist



photographer



mail carrier  
postwoman



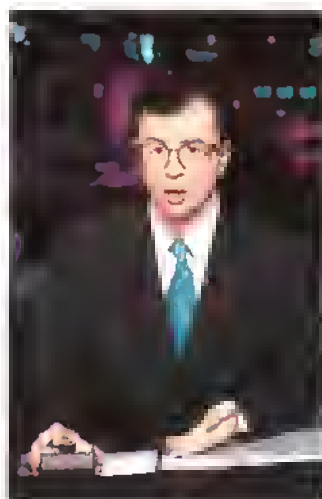
ballet dancer



plumber



sales assistant



T.V. presenter



police officer



office worker

Mime and guess.

>Are you a doctor?

>Yes, I am./

No, I'm not.







dentist



waiter



firefighter



 garbage collector  
 dustman



doctor



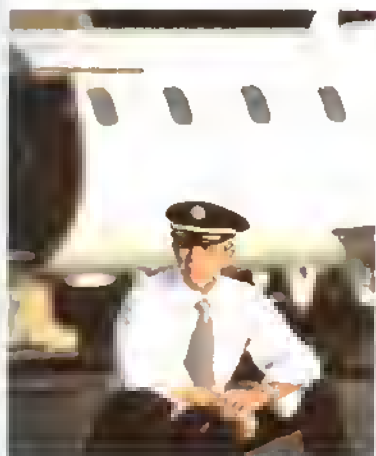
actor



baker



scientist



pilot



chef

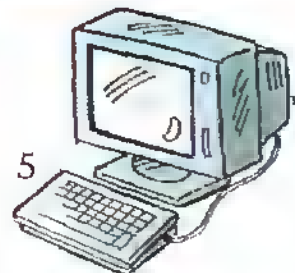
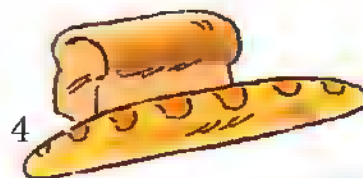
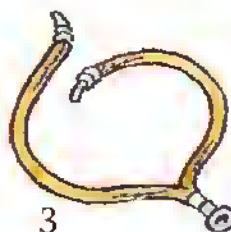


 veterinarian  
 vet



window cleaner

## 1. Match.



a office worker    b chef    c doctor    d waiter    e baker

## 2. Complete.

T.V. presenter    nurse    waiter    sales assistant    dentist  
pilot    journalist    ~~artist~~

1. An artist \_\_\_\_\_ paints pictures.
2. A \_\_\_\_\_ works in a shop.
3. A \_\_\_\_\_ carries food and drinks.
4. A \_\_\_\_\_ writes for a newspaper.
5. A \_\_\_\_\_ works on television.
6. A \_\_\_\_\_ works in a hospital.
7. A \_\_\_\_\_ flies a plane.
8. A \_\_\_\_\_ looks after your teeth.

## 3. Write.

Choose two jobs and write your own sentences.

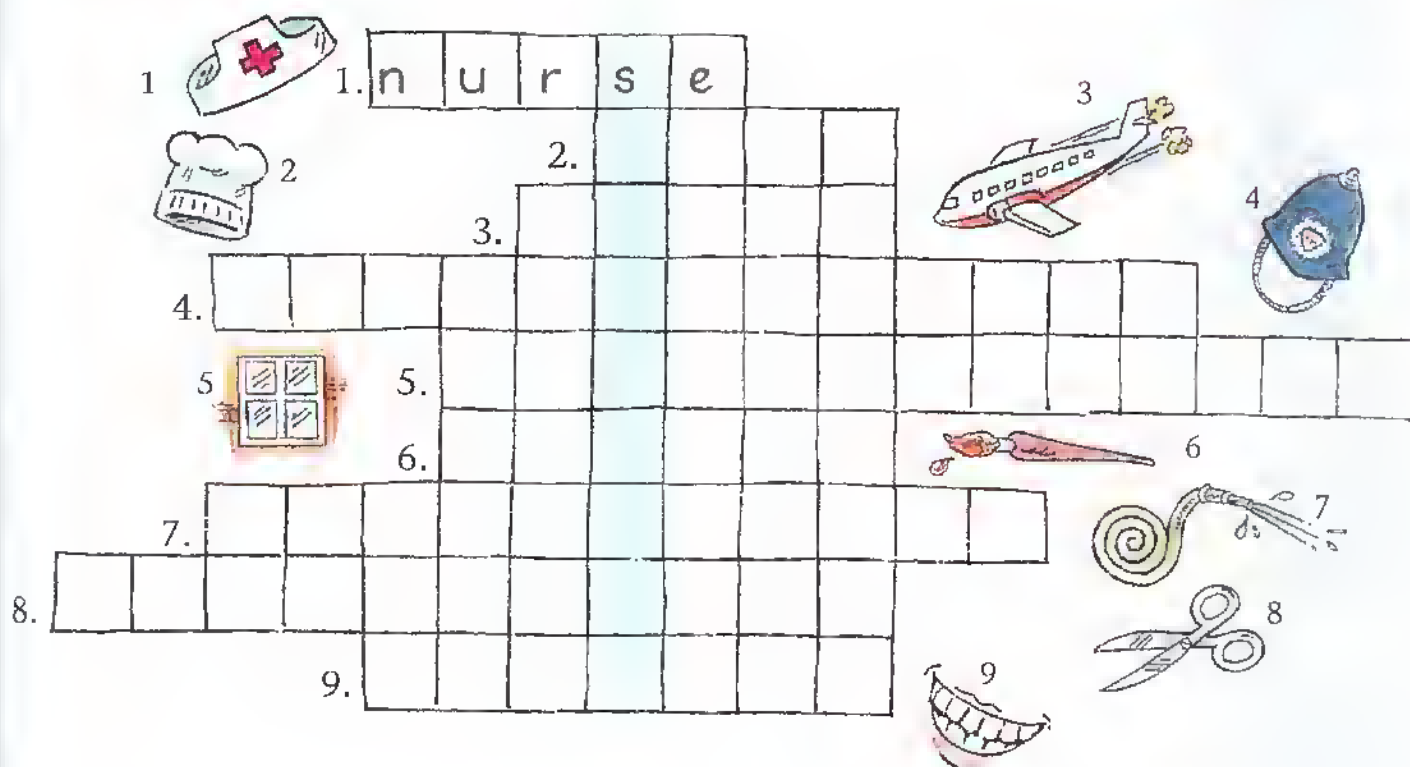
1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

4. Look at the first letters. Choose and complete.

1. Hazel is a **h**airdresser.
2. Bill is a **b**\_\_\_\_\_
3. Wendy is a **w**\_\_\_\_\_
4. Alfredo is an **a**\_\_\_\_\_
5. Valerie is a **v**\_\_\_\_\_
6. Paula is a **p**\_\_\_\_\_
7. Derek is a **d**\_\_\_\_\_
8. Sue is a **s**\_\_\_\_\_



5. Write.



6. Find and write the mystery word in Activity 5.

The mystery word is \_\_\_\_\_.

# Music



singing

playing the violin

playing the saxophone

playing the guitar



microphone



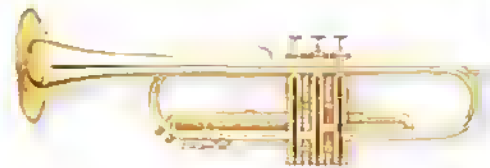
recorder



flute



tambourine



trumpet

Mime and guess.  
>Are you playing  
the piano?  
>Yes, I am. / No,  
I'm not.



piano



drums



1. Circle and write.



1. guitar

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

2. Spot the difference. Write about picture B.



1. James isn't playing the violin. He's playing the guitar.

2. Serena \_\_\_\_\_

3. Jeff \_\_\_\_\_

4. Martin \_\_\_\_\_

5. Carl \_\_\_\_\_

6. Tania \_\_\_\_\_

# Wordlist

acrobat 38  
 actor 87  
 afternoon 30  
 alarm clock 62  
 ambulance 75  
 American football 35  
 animal(s) 42, 46  
 ankle 18  
 apartment building 75  
 apple 50  
 a quarter after 30  
 a quarter past 30  
 a quarter to 30  
 arm 18  
 armchair 59  
 around 32  
 artist 86  
 astronaut 84  
 aubergine 51  
 aunt 68  
 autumn 70  
 baby 68  
 bag 10  
 baker 87  
 bakery 74  
 balcony 75  
 ball 6, 72  
 ballet dancer 86  
 balloon 38  
 banana 50  
 bank 75  
 barn 78  
 baseball 35  
 basin 62  
 basketball 35  
 bat 35, 46  
 bath 62  
 bathmat 62  
 bathroom 62  
 beach 72  
 beach bag 72  
 beach ball 72  
 beach towel 72  
 beach umbrella 72  
 bean(s) 51  
 bear 43  
 beard 20  
 bed 22, 23, 62  
 bedroom 62  
 bee 46

behind 32  
 belt 27  
 beside 32  
 between 32  
 bicycle 66  
 big 40  
 bike 34, 66  
 bin 63  
 bird 79  
 biscuit(s) 38  
 black 8  
 blanket 62  
 block of flats 75  
 block(s) 6  
 blue 8  
 board 10  
 board game 6  
 boat 66  
 body 18  
 book 11, 59  
 bookcase 59  
 boot 26  
 bored 15  
 bottom 40  
 bowl 59  
 box 62  
 boy 68  
 bracelet 27  
 bread 54  
 breakfast 22  
 bridge 78  
 broccoli 51  
 broom 63  
 brother 68  
 brown 8  
 brush my hair 22  
 brush my teeth 22  
 bucket 72  
 bull 78  
 burger 55  
 bus 6, 66, 75  
 bush 78  
 bus station 74  
 bus stop 75  
 butcher 75  
 butterfly 46  
 button(s) 27  
 cabbage 51  
 cake 38  
 camel 43  
 camera 63  
 can 58  
 candy(-ies) 38

candle 38, 59  
 cap 27  
 car 6, 66  
 caravan 79  
 cardigan 27  
 car park 75  
 carrot 51  
 cassette 63  
 cassette player 63  
 cat 46  
 catching 14  
 cauliflower 51  
 ceiling 58  
 cereal 54  
 chair 10, 59  
 chalk 10  
 cheek 20  
 cheese 54  
 cheetah 42  
 chef 87  
 chemist 74  
 cherry(-ies) 50  
 chest 18  
 chest of drawers 62  
 chicken 54, 78  
 chimpanzee 43  
 chin 20  
 chip(s) 55  
 chocolate 55  
 cinema 74  
 circle 8  
 circus 38  
 clapping 14  
 classroom 10  
 clean 40  
 clean my room 23  
 clock 62  
 closed 40  
 clothes 26  
 cloud 70  
 cloudy 70  
 clown 38  
 coat 26  
 cockroach 46  
 coffee 54  
 coffee shop 74  
 cold 70  
 collar 26  
 color(s) 8  
 colour(s) 8  
 comb 62  
 come home 23  
 comforter 62

comic 63  
 comic book 63  
 computer 11  
 computer game 6  
 cooker 58  
 cookie(s) 38  
 cooking 58  
 corn on the cob 51  
 counter(s) 6  
 counting 11  
 country 78  
 courgette 51  
 cousin 68  
 cow 42, 78  
 crab 72  
 crayon 10  
 crisp(s) 38  
 crocodile 46  
 crosswalk 74  
 cucumber 51  
 cup 59  
 cupboard 58  
 curtain(s) 58  
 cushion 59  
 dad 68  
 date(s) 50  
 deckchair 72  
 dentist 87  
 desert 82  
 desk 10  
 dice 6  
 dining room 59  
 dinner 23  
 dinosaur 6  
 dirty 40  
 dish(es) 23  
 doctor 87  
 dog 46  
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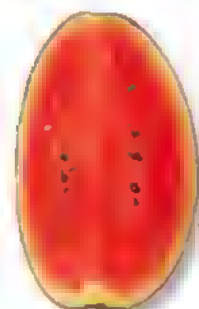
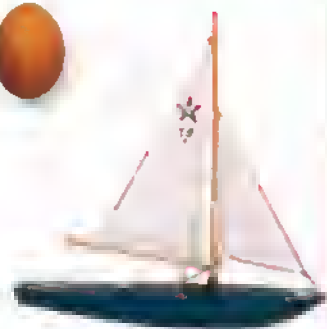
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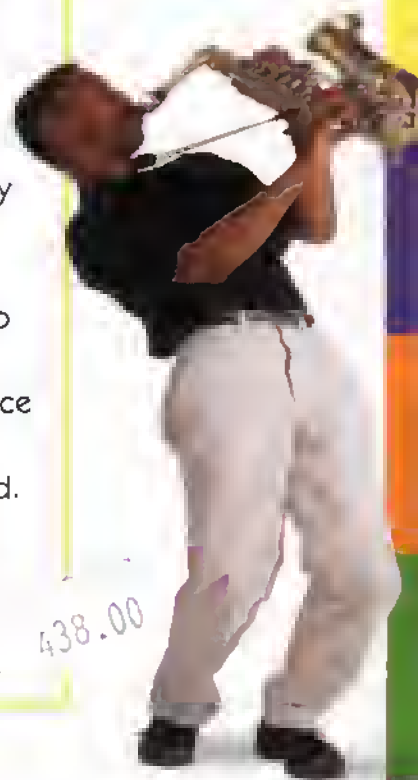
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